

THE INDUCTION AND ADAPTATION
OF
COLLEGE FRESHMEN

by

JAMES CONELESE MILLER, A. M.

*Submitted in Partial Fulfilment of the
Requirements for the Degree of
Doctor of Philosophy*

in the

GRADUATE SCHOOL

of the

UNIVERSITY OF MISSOURI

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THE INDUCTION AND ADAPTATION OF COLLEGE FRESHMEN

CHAPTER I INTRODUCTION

The increased enrollment in colleges and universities throughout the United States is substantial evidence that a college education, or at least "going to college", has become popularized. College enrollment in America has doubled, approximately, in every decade from 1870 to 1920. The increase during the immediate post-war decade is unprecedented. In Ohio, which is perhaps typical, the college population increased 144 per cent during the decade 1918-28, as compared with a total population increase of only 21 per cent. Approximately one third of the college population in the United States is enrolled at the first year level. In September 1929 more than 300,000 freshmen presented themselves for entrance to the colleges and universities of this country.

The past decade has been marked by changes in the manner of reception given to the college freshman. Hillbrand¹ has described the entrance conditions which confronted the freshman of ten years ago as follows:

"Ten years ago the college freshman was initiated to campus life by one grand brawl. He was treated like a savage by savages and came to the natural conclusion that a freshman at college was the least desirable of mankind. Arriving in the college town, he was greeted in a far less hospitable manner than was Columbus. Through the chasms between the mountains of trunks he heard the wild cries of the taxi drivers. He had no place to pitch tent, no guide to help him. The process of registration was discouraging. It was nearly impossible to find any one who would accept his tuition money. Homesick, he signed his name and the name of his home town nearly fifty times during registration and longed for that home town each time he wrote its name upon the card. As he was shunted from the gymnasium to the recorder's office, from the athletic office to the classification committee, the sophomores turned his coat inside out, fastened his garters around his neck, rolled up his trousers and made life altogether miserable."

While the foregoing paragraph may exaggerate somewhat the extent to which the anti-social reception of freshmen was carried, still it reflects the spirit of an accepted college situation of ten years ago. The hazing of freshmen with its attending anti-social implications has almost disappeared from the American campus. This is splendid evidence of the effort on the part of college administrators to further "humanization" as one purpose of college life.

However, not all of the problems pertaining to the assimilation of college freshmen in the college community have been solved. An abundance of statistical data is available which indicates an excessive rate of freshman mor-

1. Hillbrand, Earl K., *The New Type of College Freshman, School and Society*, Vol. XVIII, No. 731, December 29, 1928, p. 823.

tality, a large amount of student migration at the end of the freshman year, and a high percentage of freshman failures both in number of students and semester hours carried.

Smith², in a discussion of university and alumni problems at the University of Michigan in 1927, pointed out significant facts relative to freshman migration and mortality. Cold statistics show, he stated, that of the 300,000 freshmen who were admitted to institutions of higher learning in the United States in September 1927, one hundred thousand would not return to the college of their first choice in September 1928. Of this number, 20 per cent of the total or 60,000 would not re-enter any institution of higher learning, and only about 50 per cent of the total freshmen or 150,000 would ultimately receive diplomas.

President Rightmire of Ohio State University voiced the observations of many college administrators in an address made to the freshman group during Freshman Week in 1929. He said, "Look at the one on your left. Now look at the one on your right. I want you to take a good look at these individuals because one of them will not be here next year."

On March 20, 1930, Maxwell³, in a report before a joint meeting of the North Central Association of Colleges and Secondary Schools, presented data which showed the extent and nature of freshman failure in college during the first semester 1928-29. The material for the report was gathered from 249 institutions, and included 33,471 students who had been graduated from high schools accredited with the North Central Association of Colleges and Secondary Schools. Of this number 8,997 or 26.9 per cent failed in one or more courses pursued. The report further showed a failure to establish credit in 9.8 per cent of the number of hours for which the freshmen were registered.

In response to the challenge to solve the problems of freshman mortality, migration, failure, and maladjustment, numerous procedures have been inaugurated in various institutions of higher learning. The purpose of this study has now evolved.

STATEMENT OF THE PROBLEM

The purpose of the study is as follows: A study in a selected group of universities and colleges to discover the nature and status of the activities, procedures, and devices which are being employed in the induction and adaptation of college freshmen.

LIMITATIONS

Much of the recent literature on the subject of the orientation of college freshmen possesses relative value because it has been based on the work of

2. Smith, Ira M., University and Alumni Problems Discussed, *The Michigan Alumnus*, Vol. XXXIV, No. 13, January 7, 1928, pp. 279-283.

3. Maxwell, C. R., A Report on College Freshmen for the First Semester of 1928-29, *The North Central Association Quarterly*, Vol. IV, No. 4, March 1930, pp. 484-600.

certain institutions that have attracted attention by the elaborate programs which they have inaugurated. Such reports, therefore, are local in nature, and fail to throw much light on the general practices of the rank and file of institutions of higher learning.

In the study reported herein the institutions selected were limited to those located in states of the Mid-West. With the purpose of observing the typical character, ten institutions from each of the following types were selected for study:

1. State universities
2. Private and municipal universities
3. Private colleges
4. State teachers colleges
5. Junior colleges

It was thought that the study would yield more comprehensive returns by concentrating on a few rather well defined topics or areas in connection with the adjustment of freshmen. The following were selected:

1. Before the student enters
2. Freshman week
3. Orientation and survey course
4. Freshman guidance
5. Freshman reaction to the adapting process

METHODS OF GATHERING INFORMATION

A letter stating the nature and purpose of the study was sent to appropriate officials of ten institutions from each of the five types. A copy of the letter is included in Appendix A. Each was invited to cooperate in the study by (1) completing an information blank, (2) supplying published materials relevant to the subject of induction and adaptation of college freshmen, and (3) discussing the freshman orientation program in the event a personal interview was sought. The response was so cordial as to warrant the conclusion that the theme of the study was one of vital interest. Immediately copies of the information blank were sent to the respondents. A copy of this blank forms Appendix B. Completed forms were received from the following institutions:

State universities

Arkansas, Fayetteville, Arkansas
Iowa, Iowa City, Iowa
Kansas, Lawrence, Kansas
Michigan, Ann Arbor, Michigan
Minnesota, Minneapolis, Minnesota
Missouri, Columbia, Missouri
Nebraska, Lincoln, Nebraska

Ohio, Columbus, Ohio
Oklahoma, Norman, Oklahoma
Wisconsin, Madison, Wisconsin

Private and municipal universities

Akron University, Akron, Ohio
Chicago, University of, Chicago, Illinois
Cincinnati, University of, Cincinnati, Ohio
Creighton University, Omaha, Nebraska
Marquette University, Milwaukee, Wisconsin
Northwestern University, Evanston, Illinois
Notre Dame, University of, Notre Dame, Indiana
Saint Louis University, St. Louis, Missouri
Washington University, St. Louis, Missouri
Wichita, Municipal University of, Wichita, Kansas

Private colleges

Baker University, Baldwin City, Kansas
Central College, Fayette, Missouri
Coe College, Cedar Rapids, Iowa
Culver-Stockton College, Canton, Missouri
Eureka College, Eureka, Illinois
Franklin College, Franklin, Indiana
Hendrix College, Conway, Arkansas
Huron College, Huron, South Dakota
Lindenwood College, St. Charles, Missouri
Park College, Parkville, Missouri

State teachers colleges

Colorado State Teachers College, Greeley, Colorado
Illinois State Teachers College, Western, Macomb, Illinois
Indiana State Normal School, Terre Haute, Indiana
Iowa State Teachers College, Cedar Falls, Iowa
Kansas State Teachers College of Emporia, Emporia, Kansas
Michigan State Normal College, Ypsilanti, Michigan
Missouri State Teachers College, Central, Warrensburg, Missouri
Missouri State Teachers College, Northeast, Kirksville, Missouri
Nebraska State Teachers College, Kearney, Nebraska
Northwestern State Teachers College, Alva, Oklahoma

Junior Colleges

Central College, Conway, Arkansas
Christian College, Columbia, Missouri
Hibbing Junior College, Hibbing, Minnesota
Joliet Junior College, Joliet, Illinois

Morton Junior College, Cicero, Illinois
St. Joseph Junior College, St. Joseph, Missouri
Saint Mary College, Leavenworth, Kansas
Stephens College, Columbia, Missouri
William Woods College, Fulton, Missouri
Whitworth College, Brookhaven, Mississippi*

Quantities of published materials in various amounts accompanied the completed blanks. The range was from one item, as for example an application for admission blank, to as many as twelve distinct forms and articles. To illustrate the nature of the information received, a list of the materials submitted by one institution follows:

Bulletins

Man in Nature and Society
The Minnesota Student Personnel Program
The Minnesota Alumni

Pamphlet

Who Should Go to College

Articles

Predicting College Success for the High School Senior
The Junior and Senior Colleges in a College of Liberal Arts
Predicting Success in College at the Time of Entrance

Miscellaneous

College Aptitude Test Prepared for the Association of Minnesota Colleges
Circular Sheet on the Prediction of College Success
An Application for Admission Blank
Two personal letters

Visits were made to two institutions of each of the five types, with the exception of the state teachers colleges of which only one institution was visited. Those selected were:

State universities—Missouri, Iowa
Private and municipal universities—University of Chicago, Northwestern University
Private colleges—Lindenwood College, Central College
State teachers colleges—Northeast Missouri State Teachers College
Junior colleges—Stephens College, William Woods College

During the visits conferences were held with college officials and faculty members who were most closely connected with the program for the orientation of college freshmen.

*Membership with Southern Association.

Another information blank was formulated for the purpose of obtaining information regarding the freshman's own reaction to the adapting process employed by the college. This blank is contained in Appendix C. Four copies of the blank were sent to the president of the freshman class whose name and address had been supplied in the completed form from the institution. He was asked to complete one form and to request each of three of his classmates to complete one form. No name was to be signed. Replies from sixty students were received.

A careful review was made of the literature on the subject of freshman orientation. A critical study was made of the books and magazine articles published during the past five years. This field proved to be a very fertile source of information.

TREATMENT OF DATA

An introductory statement to the information blank informed the cooperating college official that the data were to be incorporated in a publication. A similar statement accompanied the blank sent to students. The information which the two sets of blanks yielded was used in the manner that appeared to contribute most to the study. The frequent references to particular institutions are made for the purpose of clarity. In the attempt to determine the general practice of representative colleges, the extreme cases on either side of the central tendency become apparent.

Care has been exercised in presenting information gained through personal interviews. Statements made by college officials which reflect large policies of the institution have not been quoted without the consent of the one who made the statement.

Numerous references to literature on the theme of orientation of college freshmen occur throughout the report. The work of colleges located in states outside the Mid-West is referred to occasionally. While the original investigation was limited to institutions located in states of the Mid-West, it seemed advisable to go beyond these borders through the medium of literature.

No statement herein has been intended to be an adverse criticism of the practices of any institution. To render judgment with any degree of finality on a subject so uncertain as the orientation of college freshmen is without the province of this study. It is hoped, however, that the compilation of certain positive data into a systematic form may enable college and university officials to select the best elements from various practices and mould them into a better program to the end that more college freshmen may be salvaged.

CHAPTER II

BEFORE THE STUDENT ENTERS COLLEGE

The purpose of this chapter is to present the general features of the college programs for the information and guidance of prospective freshmen, as conducted in the various types of colleges and universities located in states of the Mid-West. The data presented herein have been collected from fifty institutions. They have been supplied through published materials, completed information blanks, personal letters, and personal interviews.

The most significant transition which the student is called upon to make throughout his educational career is obviously from high school to college. The conviction is growing among school men, especially those who have to do with the admission of college freshmen, that the area in the student's experiences just before entrance to college, is a field which if properly cultivated will materially reduce the magnitude of the transition.

Why does the gulf between high school and college appear so tremendous to the prospective student? Many factors contribute. The student is often leaving home for the first time. The tried and true friends are to be replaced by those who are new and untried. The academic routine of the high school all so familiar is to be replaced by a new and mystifying organization. Much of the student's life has been focused toward the great event, "going to college." The realization of a consequential ambition which has been cherished for months and years is usually accompanied by certain pronounced emotional reactions. It is perfectly natural that the event "going to college" should be accompanied by mixed feelings of happiness, sorrow, inspiration, and depression.

These various factors help to explain only in part the preponderance of the problems attendant upon the passing from high school to college. Perhaps the factor which contributes most to the student's confusion is the newness of the situation. This is not unusual. Everyone stands in some awe of the unknown. The appalling thing about the first voyage of Columbus was that he had no positive knowledge concerning what lay ahead. The average high school senior or immediate graduate can not or will not without guidance, delve into a college catalog and become familiar with all the helpful information contained in its pages.

If the student were better informed about the college and the college better informed about the student at the time of entrance, undoubtedly a great part of the barrier between high school and college would be removed.

Before beginning the analysis of the pre-entrance programs of the fifty schools included in this study, it seems advisable to give brief consideration to the question, "Who shall go to college?"

WHO SHALL GO TO COLLEGE?

Prominent educators disagree in their answers to the question, "Who shall go to college?" On the one hand, there are those who contend that the opportunity of a college education should be extended to all high school graduates. Representing the other extreme are those with the viewpoint that high school graduates should be carefully sifted and that admission to college should be granted only to selected candidates. Between the two extremes there are found varying intermediate points of view.

President Coffman⁴ of the University of Minnesota, in a discussion of the question of whether or not too many people are going to college, says,

"What I fear is that we will not have enough college people. I don't think we shall ever have too many people who understand their government; I don't think we shall ever have too many people applying trained minds to industry and commerce; nor do I think we shall ever have too many people interested in science and the fine arts. We are in far greater danger of being ruled by the demagogue than of being ruled by a trained and intelligent citizenry. We need to train men for intelligent 'followership' as well as for leadership."

Continuing, President Coffman points out that certain proponents of higher education have begun only recently to use their influence toward the limitation of college enrollment. Only yesterday they went out in the highways and the byways and proclaimed, "Come one, come all, and enjoy the certain benefits of a college education." Now all this is changed. A theory is advanced that it is better to educate a few gifted persons than to attempt to provide college training for the great masses of mediocre young men and women. That the general public receives this changed attitude with some suspicion and misgiving is not surprising. In conclusion, President Coffman adds,

"It is conceivable, of course, that the academic world is undervaluing and overlooking the possibilities of the so-called mediocre person. The average citizen, whether he be right or wrong, still thinks this is the case. He believes that intellectual progress and moral development are within the compass of higher education and are possible for his own children. Which of these points of view will prevail still seems to be a matter of opinion. It is my candid opinion that in case existing institutions do not cheerfully and willingly make provision for an increasing number of college students, other colleges and institutions of higher learning will arise to meet the need. It seems doubtful to me whether or not those who desire to limit the present college facilities to the number of students they maintain those facilities can accommodate will receive the permanent approval of the public. The opinion still prevails, indeed, it inheres in the

4. Coffman, Lotus D., University Problems of Vital Concern, *Problems of College Education*, University of Minnesota Press, 1928.

American conception of democratic society, that every child is entitled to a fair opportunity from the kindergarten to the university...."

In attempting to answer the question, "Who shall go to college?" President McVey⁵ of the University of Kentucky refers to a two day association which he had with Secretary Herbert Hoover during July of 1927. When asked who should go to college, Mr. Hoover replied,

"Any one who can do the work should be allowed to go to college and for the very distinct reason that the American system of education is not simply a matter of training boys and girls in getting some knowledge and technique, but it is a system of sifting and winnowing the population for leaders."

Later in the discourse President McVey contends that the answer to the inquiry in question is to be found in improved secondary preparation where the winnowing and testing to find the best minds go on. There should be courses leading throughout the four years instead of semesters or quarters. The college should then clearly define its purpose. In conclusion he states:

"Such provisions as the reorganization of secondary education, the defining of college functions, and the limiting of the universities to the real function would undoubtedly automatically relieve higher education from the vast numbers that now crowd its doors."

Another point of view is expressed by President Cousens⁶ of Tufts College. He gives as his conviction that the college itself is the only adequate agency for determining fitness for college, such determination to be made mainly after and not before entrance to college. He concludes, however, by setting up the following criteria:

"If, now, you will let me assume the feasibility of a division of the college into two sections with the objectives described and if you will let me further assume certain economic possibilities I will give my categorical answer to the question 'Who should go to college': any boy or girl who by graduation from the secondary school in the upper half of his class indicates that his intelligence is above the average and who by comprehensive examination in mathematics, English, and history demonstrates his possession of the essential tools for higher education."

The stand taken by any educator on the topic of the limitation of college enrollment must be governed to a considerable degree by his concept of the primary purpose of higher education. The policy relative to admission requirements adopted by various institutions of higher learning is materially influenced by the type of control, the primary objectives of the particular college, and the sources and status of its revenue.

5. McVey, Frank L., Who Shall Go to College, *School and Society*, Vol. XXVI, No. 666, October 1, 1927, pp. 410-414.

6. Cousens, John A., Who Should Go to College, *School and Society*, Vol. XXV, No. 648, May 28, 1927, pp. 613-617.

In a conference with H. C. Dorcas, University Examiner and Registrar of the State University of Iowa, he stated that a ruling by the State Board of Education a decade ago was to the effect that the graduate of any accredited high school of the state was eligible for admission to the university. The graduate must be able to present a transcript showing the completion of fifteen acceptable units. He added that the primary motive for this action was to preclude an enactment by the state legislature which appeared to be forthcoming and which would have forced the adoption of this policy of admission. He concluded with the prediction that whatever measures are proposed for the limitation of enrollment in state supported institutions of higher learning can be taken safely only after a careful checkup indicates that the action will meet with public approval.

In Missouri there is a definite legislative enactment relative to the acceptance of work completed in an accredited high school by any educational institution supported in whole or in part by state appropriations.⁷ To quote:

"The state superintendent of public schools shall have authority to classify the public high schools in the state into first, second, and third classes, and shall prescribe minimum course of study for each class: Provided, that no school shall be classed as a high school of the first class which does not maintain a four years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in high school work; that no school shall be classed as a high school of the second class which does not maintain a three years' course of standard work in English, mathematics, science and history, for a term of at least nine months in the year, and which does not employ the entire time of at least two approved teachers in high school work; that no school shall be classed as a high school of the third class which does not maintain a two years' course of standard work in English, mathematics, science and history for a term of at least eight months in the year, and which does not employ the entire time of at least one approved teacher in high school work. All work completed in an accredited high school shall be given full credit in requirements for entrance to and classification in any educational institution supported in whole or in part by state appropriations."

S. Woodson Canada, Registrar of the University of Missouri, states that it has never been necessary to resort to the use of the statutory right set forth in the above section, either on the part of the university or of a candidate for admission.

The endowed colleges and universities are able to set up mandatory scholastic requirements for admission. Certain of these schools have such long lists of candidates awaiting their turn that they can raise the intellectual hurdle to a height which will eliminate three or four out of five, and yet fill the institution to its maximum capacity. These are exceptional institutions,

7. Missouri, Revised School Laws, 1929, Sec. 11337.

however, and account for only a part of the prospective college freshmen of this country. A very few of the private colleges located in the states of the Mid-West have felt the staggering pressure of numbers. Indeed, only a few of the fifty institutions included in this study actually turned away candidates for admission to the freshman class in 1929. On the other hand, a much more common practice is the solicitation of students. This is a selective procedure after a fashion since the more desirable students are the most sought.

WHO MAY GO TO COLLEGE IN THE MID-WESTERN STATES?

The information blank which was sent to the fifty colleges and universities included the following question: "Is your institution required by state law, board of trustees or otherwise, to admit any applicant who is of good moral character and can fulfill the minimum scholastic requirements?" A tabulation of the replies to this question forms Table 1.

TABLE 1.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "ARE YOU REQUIRED TO ADMIT ALL APPLICANTS OF GOOD MORAL CHARACTER WITH MINIMUM SCHOLASTIC REQUIREMENTS?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	5	1		7	4	17
No-----	5	8	10	3	6	32
No reply---		1				1

An inspection of Table 1 shows that only 12 of the 20 state supported institutions reply to the question in the affirmative. Five state universities and 3 state teachers colleges report that they are not required to admit all qualified applicants. The private universities and colleges are in general not obliged to enroll all qualified applicants. Considering the fifty institutions collectively, 17 or 34 per cent report that admission is required. The general practice with 33, or 66 per cent, not so reporting is to admit students who meet the minimal academic requirements for admission. In answer to the question, "Who may go to college in the Mid-Western states?" one may say that any student who is of good moral character and can fulfill the minimum scholastic requirements may enroll in some institution of higher learning.

PRE-COLLEGE INFORMATION AND GUIDANCE PROVIDED BY COLLEGES AND UNIVERSITIES

Informational Literature. All of the institutions included herein provide published materials which are sent out for the information and guidance of

prospective freshmen. The amount sent from the various colleges and universities ranges from a single item as for example the general catalog to as many as six distinct pamphlets and bulletins. In Table 2 are shown the general types of printed materials which are sent to the prospective student in response to the first inquiry for information.

TABLE 2.—FREQUENCY DISTRIBUTION OF MATERIALS SENT BY THE FIFTY INSTITUTIONS IN RESPONSE TO THE FIRST INQUIRY BY A PROSPECTIVE STUDENT

Materials	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
General Catalog--	9	8	9	10	10	46
Personal Letter---	5	9	9	6	9	38
Application Blank---	7	9	8	5	4	33
Viewbook--	3	2	5	1	6	17
Form Letter	4	5	6	1	0	16
Freshman Handbook	3	3	4	3	3	16
Freshman Week Program--	4	2	3	5	0	14
Freshman Bulletin--	2	0	0	1	0	3
Letters from Organi- zations--	0	1	0	0	0	1

By observing Table 2 it will be seen that the catalog is in more general use than any other publication. The fact that 92 per cent of the institutions reporting send it to the prospective freshman is evidence that it is considered the most helpful source of information.

Doermann⁸ seriously questions the clarity and helpfulness of the college or university catalog in the hands of average high school graduates. To them he thinks it is an 'unintelligible document. He continues by stating that it is a mine of information for those who know how to use it, but too much of its contents and its terminology is far removed from the applicants' immediate interests. The general catalog is an indispensable member in any list of college publications and should be included in the materials submitted for the information of applicants. It alone, however, is inadequate.

8. Doermann, H. J., *The Orientation of College Freshmen*, Williams and Wilkins, 1926, p.127.

A personal letter is sent by 39 of the 50 institutions reporting, or 78 per cent. Since most inquiries from applicants will express or imply some personal question, problem, or difficulty, it seems that a personal letter would be highly desirable. Fifty per cent of the state universities reporting, state that the personal letter is employed as a means of informing the applicant. It is used by 60 per cent of the state teachers colleges. In 90 per cent each of the private and municipal universities, private senior colleges, and junior colleges, a personal letter is sent in response to the first inquiry by prospective students.

Since the application for admission blank is to be discussed elsewhere in this chapter, it is sufficient to say that the blank is sent in response to the first inquiry from prospective students by 64 per cent of the 50 institutions reporting. The viewbook, freshman handbook, form letter, and freshman week program, come in for approximately the same amount of use by the various institutions reporting.

There are doubtless numerous other publications germane to the particular needs of the applicant who may state his specific desires. If, however, the 50 institutions here included may be considered typical of their respective types, it seems safe to make the statement that the published materials listed in Table 2 represent in general the nature and amount of information and guidance provided for the prospective student by colleges and universities located in states of the Mid-West.

A new type of informational literature is being developed which is designed especially for the guidance of the student before he enters college. Reference is made to certain bulletins which recently have been made available to high school principals and high school seniors. The promise of this literature is so significant that it seems advisable to discuss in some detail its purpose and nature.

A bulletin entitled *A Suggested Program of Pre-college Guidance for High Schools*, has been prepared under the direction of the Junior Council of the Ohio State University. The following excerpts from the foreword, which was written by President Rightmire, explain its mission:

"This bulletin, sponsored by the Junior Council of the Ohio State University, is designed to assist high-school principals, counselors, and teachers who are called upon to advise with pupils and their parents with reference to readiness for, and success in, a college career.

"The bulletin is tentative—based in part upon the experience of the University in dealing with freshmen and in part upon many inquiries and requests for some such bulletin from high-school principals. Its preparation has been greatly assisted by suggestions generously offered by principals eager to cooperate with the University in bridging the gap between high school and college life. . . .

"It will be noted that the bulletin presents information not normally to be had from the average official college catalog. This emphasis is, of course, intentional."

This bulletin has been accessible to the high school principals of the state of Ohio since April 23, 1929. A glance at the titles of the large topics discussed will indicate the extent of departure which has been made from the typical college catalog. The topics are listed below:

The Problem of the College

How the University Seeks to Solve This Problem

The High-School Principal and Teacher Can Help

How and Why do Freshmen Succeed or Fail?

What Pre-College Guidance Can Accomplish

1. The selection and encouragement of specially promising students to continue their training beyond high school.
2. The recognition that many pupils are probably unfitted for successful work in college as the colleges are now organized and operated.
3. Assistance to parents in planning an educational career for their sons and daughters.

Proved Procedures are Available

Use of Intelligence Tests in the Guidance Program

Predictive Value of the High-School Record

The Predictive Value of the Elementary-School Record

Does Size of High-School Make a Difference?

Influence of Age on Academic Success

Do Boys or Girls Succeed Better?

A Good Start is Half the Battle

How Much Time Should Students Study?

Influence of "Outside Activities"

Self-Support and Scholarship

Financing a College Education

How Standards of Living Affect These Costs

Possibilities of Employment for Women Students

Employment Possibilities for Men

Rooming Accommodations for Women

Rooming Accommodations for Men

Use of Automobiles by Students

The Importance of Health

College, the Student's Last Chance for Vocational Try-out

Suggested: An Assembly Talk on "College and Career"

In Conclusion

In order to show the objectivity of the information and guidance provided in the bulletin, one table which occurs under the topic, "Use of Intelligence Tests in the Guidance Program", is reproduced.

THE SIGNIFICANCE OF THE OHIO COLLEGE ASSOCIATION INTELLIGENCE TEST PERCENTILE

Intelligence Test Rating (Percentile)	Per Cent of Such Students Who Ultimately	
	Do at Least One Year of at Least Minimally Satisfactory Work at Ohio State University	Do at Least Two Years of at Least Minimally Satisfactory Work at Ohio State University
100 (Highest)	73.4	61.2
90	70.7	64.2
80	69.4	60.2
70	67.9	58.0
60	55.3	49.0
50 (Average)	47.9	39.5
40	46.5	38.0
30	43.2	33.5
20	39.1	37.0
10	37.5	34.5
1 (Lowest)*	(20.0)	(15.0)

*Estimated

Obviously the bulletin will perform its greatest usefulness in the hands of a trained principal who is willing to cooperate.

A pamphlet entitled *Who Should Go to College?* was made available on March 8, 1930 by the University of Minnesota to any high school principal in the state of Minnesota. Copies are sent upon request in quantities which will enable him to distribute one to each senior. Its purpose is well set forth in the foreword written by President Coffman. It is quoted:

"This pamphlet has been prepared by Dean J. B. Johnston, College of Science, Literature, and the Arts. It is intended to help young men and young women to decide whether they should go to college. This decision is one of the most important which they can make. For that reason, they are entitled to all of the experience and information which the University possesses with regard to the matter. It is believed that a careful reading of this pamphlet will help prospective students to make this decision more intelligently than otherwise."

The nature and practicality of the information and guidance are made apparent by a glance at an outline of the major topics discussed therein.

Introduction

Part I. Who Should Go to College?

1. Who do go?
2. How long do they stay?
3. How many graduate?
4. Why do students drop out?

5. Is college attendance profitable to those who do not make scholastic progress?
6. Who should go to college?

Part II. Should I Go to College?

7. How can I tell whether I should go?
8. What does college training do for one?
9. How can I tell whether I shall succeed in any of these things?
10. What is the nature of the tests?
11. How can I get further personal advice?
12. Does every one succeed whose college aptitude rating is satisfactory?
13. Will it pay to enter if my college aptitude rating is only fair?
14. Is anything done to help students to find themselves after they enter? Can I get advice about professions or vocations? Can I get help in methods of study? In regard to personal difficulties?
15. If a student is not fitted to try for a degree, is there anything else that would pay?
16. If I can not go to the University, will I probably get along better in another college or school?
17. If I do not go to college, what can I do?
18. Where do I stand?

Part III. How Can I Find the Money to Go?

19. What are the sources of money for college expenses?
20. Local interest in the needs of individual students.
21. A plan by which a local community could provide funds to help its young people to go to college.

The College Aptitude Rating

Again it may be said that the maximum assistance will be rendered to prospective students through this pamphlet only with the hearty cooperation of a trained high school principal.

Other similar materials which were submitted are listed:

Freshman Handbook, University of Wisconsin, 1929-30

Information for Prospective Freshmen, University of Michigan, 1929

The Undergraduate Handbook, University of Chicago, 1927

Handbook of Information for Freshmen in the College of Liberal Arts, University of Cincinnati, 1927

It seems safe to assume that this type of informational literature will come into more general use. The fact that it makes an appeal to the immediate

interest of the student and that it is not beyond his comprehension will lead him to study it.

The Personal Interview. This is another possible method of giving guidance to the prospective freshman. It would doubtless be the most effective method, provided the interviewer were properly trained. The replies from the officials of the fifty institutions reporting show that the personal interview is employed to a very limited extent in colleges and universities of the Mid-West. At least it is required in only 18 per cent of the institutions. The replies to the question, "Is a personal interview required before the applicant is assured of acceptance?" are shown in Table 3.

TABLE 3.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "IS A PERSONAL INTERVIEW REQUIRED BEFORE THE APPLICANT IS ASSURED OF ACCEPTANCE?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	0	1	1	2	5	9
No-----	10	9	9	8	5	41

None of the state universities require a personal interview. Only 10 per cent of the private and municipal universities and private colleges reporting make it mandatory. It is employed by two of the ten teachers colleges. Of the junior colleges reporting, 50 per cent require a personal interview before the student is accepted. In general the interviewer is a field representative of the institution. Personal representatives of colleges and universities are employed for the most part by those institutions in which the desired enrollment is not forthcoming. Their primary function is to recruit students. Usually they are college trained men capable of presenting an educational program in an intelligible manner. The representative serves his college best who is capable of supplying the most helpful information and guidance to prospective students.

Personal representatives are also being sent out from state supported institutions. Their primary function is to provide information and guidance to high school seniors, high school officials, and parents throughout the state. It is quite as much their duty to discourage the entrance to college of the student who will be unable to profit by the opportunities provided as it is to encourage the enrollment of the one who gives promise of being able to establish an excellent college record. The work of the representative is carried on in cooperation with high school officials throughout the state. It is a type of work which will undoubtedly yield rich returns. The limited use of the personal representative as a feature of the pre-entrance program is probably attributable to the fact that it is rather expensive.

Big Sister Program. In 50 per cent of the 50 institutions included in this study a Big Sister program is conducted. Table 4 shows the distribution of the replies *Yes* and *No* to the question, "Do you have a Big Sister program?"

TABLE 4.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "DO YOU HAVE A BIG SISTER PROGRAM?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	7	2	7	3	6	25
No-----	3	8	3	7	4	25

Seventy per cent of the state universities and the private colleges, and sixty per cent of the junior colleges report that a Big Sister program is fostered. Only 20 per cent of the private and municipal universities, and 30 per cent of the state teachers colleges reply to the question affirmatively. Only two institutions, the University of Minnesota and the Michigan State Normal College, report a Big Brother movement.

Recruiting Students and Pre-college Guidance. The pre-college information and guidance provided by private institutions in connection with the recruiting of students seem worthy of further mention. Various methods are employed. In the report of a recent survey of Hamline University, seven methods are listed.⁹ Although Hamline University is not included in the list of institutions from which original data were obtained, it is located in one of the Mid-Western states and may be considered somewhat representative of institutions of its type. The general purpose of the recruiting program is to present the opportunities provided by the college to the desirable prospective freshman to the end that he may enroll in the institution. An outline of the recruiting program practiced at Hamline University follows:

1. Direct mail advertising
 - a. Form letter with business reply card enclosed sent to high school seniors
 - b. Catalog and viewbook sent to those who return card
 - c. Follow-up bulletins and circulars to good prospects
 - d. Personal letters by faculty members in answer to inquiries
2. Personal visitation
 - a. By Director of Promotion Service during summer
 - b. Quartette of singers on tour during summer

9. *Report of a Survey of Hamline University*, directed by Floyd W. Reeves, (unpublished), February 1930.

- c. Cooperation of ministers in interviewing prospective students in their congregations
- d. Incidental interviews by President and faculty members
3. Newspapers
4. Radio
 - a. Musical programs and educational talks
5. Cooperation of pastors in presenting the University to their congregations
6. Glee Club and Orchestra trips
7. Miscellaneous publicity
 - a. School paper sent to high school libraries
 - b. Posters displayed in churches, schools, and libraries
 - c. Entertainment of a relay race carnival
 - d. Intercollegiate athletics

PRE-COLLEGE INFORMATION CONCERNING STUDENTS
RECEIVED BY COLLEGES AND UNIVERSITIES

Application for Admission. The application for admission when approved by the appropriate college or university official represents an agreement. On the one hand the prospective student requests permission to enroll with the implied agreement to enter the institution in the event the application is approved. On the other hand the approval of the application guarantees admittance to the prospective student. It constitutes the first official relationship between the student and the college.

In the information blank which was submitted to the fifty institutions the question was asked, "Is the application for admission approved before the student enters?" The frequency of the answers *Yes* and *No* and *Usually* is shown in Table 5.

TABLE 5.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "IS THE APPLICATION FOR ADMISSION APPROVED BEFORE THE STUDENT ENTERS?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	10	9	5	3	10	37
No-----			3	4		7
Usually----		1	2	3		6

All of the state universities and junior colleges require the approval of the application for admission before the student enters. It is somewhat surprising

to discover that 26 per cent of all of the institutions reporting do not make approval before entrance mandatory.

The variation in the size of the application for admission blank well indicates the successive steps in its evolution. In one instance it is printed on a card measuring 3 by 5 inches, whereas in another it covers twelve pages 8½ by 11 inches in size. There are intermediate steps between these extremes.

In certain of the institutions the application for admission serves only as a basis for an official agreement and no information which is needed in connection with later personnel work is requested. Separate information blanks are sent to the prospective freshman after his application has been received. The practice of certain institutions which are stressing the pre-entrance program by including space for various types of information, indicates that this method is more satisfactory. The general types of information and materials which the applicant is asked to supply are shown in Table 6.

TABLE 6.—INFORMATION AND MATERIALS WHICH FIFTY INSTITUTIONS ASK THE APPLICANT TO SUBMIT IN THE APPLICATION FOR ADMISSION

Information and Materials	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
High School Work.....	6	7	9	8	9	39
Anticipated College Course.....	7	10	6	2	9	34
Family.....	5	9	9	5	5	33
Interests.....	6	5	8	1	7	27
Vocational Plans.....	5	5	5	3	5	23
Financial Arrangements.....	4	4	8	0	4	20
Anticipated College Activities.....	4	2	5	0	4	15
Photograph.....	3	2	2	1	1	9
Autobiography.....	2	1	1	0	1	5
Vocational Experience.....	0	1	0	1	1	3
Attitude on Fraternity.....	1	0	0	0	0	1

By referring to Table 6 it is seen that the information and materials requested of applicants are classified under eleven headings. The five of highest frequency are included in the blanks from more than 50 per cent of the 50 institutions. Reference is made to high school work, asked for by 78 per cent of the colleges and universities; anticipated college course, by 68 per cent; family, by 66 per cent; and interests, by 56 per cent. Only one

institution, a state university, sought information concerning the student's attitude toward fraternities.

In interesting contrast to what the college officials would like to know about the prospective freshman is what a college freshman wants to know, as reported by Raines.¹⁰ He submitted a questionnaire to 125 students—75 second quarter freshmen, 25 sophomores, 25 juniors, in which they were asked to state what they would have liked to have known when they entered college. The topic mentioned most frequently pertained to fraternities, with a frequency of 69.

In Table 7 is shown the frequency with which the large topics of information occur in the part of the application blank to be completed by the high school principal.

TABLE 7.—INFORMATION AND MATERIALS WHICH FORTY-SEVEN INSTITUTIONS REQUEST HIGH SCHOOL PRINCIPAL OR TEACHERS TO SUPPLY

Information and Materials	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
High School Record.....	10	10	10	7	10	47
Personality Rating.....	4	4	5	1	4	18
Integrity Rating.....	2	4	5	0	2	13
Perseverance Rating.....	3	2	4	0	3	12
Psychological Examination.....	2	4	2	0	4	12
Predicted College Success.....	2	0	5	0	1	8
Recommended College Course.....	1	1	2	0	2	6
Recommended Vocation.....	1	0	2	0	1	4
Physician's Statement.....	0	0	1	0	0	1

A glance at Table 7 reveals that all of the institutions making use of the application for admission blank include the high school record. Three of the teachers colleges report that no application for admission form is used. A personality rating is asked for by 36 per cent of the institutions. Provision is made for a perseverance rating and psychological examination score in 24 per cent of the blanks. The fact that the high school principal is asked for

10. Raines, Lester, What a Freshman Wants to Know, *School and Society*, Vol. XXIX, No. 749, May 4, 1929, pp. 577-578.

suggestions concerning the predicted college success, recommended college course, recommended vocation, and the physician's statement in 16, 12, 8, and 2 per cent of the instances respectively, indicates the limited use made of these items.

The replies from the fifty institutions on the subject of information supplied by the high school principal indicate an improper articulation between personnel work in secondary schools and colleges.

Another indication of lack of cooperation between college officials and high school officials is shown in Table 8. This table is a compilation of the answers *Yes* and *No* made by the college and university officials to the question, "Has your state organization of high school officials cooperated in the formulation of the application blank which applicants are required to complete?"

TABLE 8.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "HAS YOUR STATE ORGANIZATION OF HIGH SCHOOL OFFICIALS COOPERATED IN THE FORMULATION OF AN APPLICATION FOR ADMISSION BLANK?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	3	1	1	3	3	11
No-----	7	9	9	7	7	39

In Table 8 it is shown that only 22 per cent report affirmatively to the question.

The application for admission blank in use by the University of Michigan carries a statement on page 1 to the effect that it has been prepared by a committee of the University in cooperation with a committee of the Department of High School Principals of the Michigan Education Association.

There are other significant features not in general use which are incorporated in the forms used by particular institutions. The blanks sent from each, the University of Chicago, the University of Michigan, and the University of Ohio, contain a full page devoted to a discussion of admission requirements and undergraduate colleges and curricula. A complete application for admission to the Junior Colleges of the University of Chicago is given in Appendix D. The first page of the blank in use at the University of Wisconsin and also the one used at Northwestern University is given over entirely to directions for the completion of the blank. One division of the information blank in use at Stephens College is designed to be completed by parents.

Standardized Tests. In 78 per cent of the institutions included in this study, standardized tests are administered either before entrance or during

Freshman Week. Only 18 per cent state that any use is made of the test results in the selection of students. (See Table 24, page 00.)

A number of state-wide testing programs for high school seniors are being fostered in the Mid-Western states. The plan is cooperative rather than mandatory. These programs are usually sponsored by either the state university or the state association of institutions of higher learning, and necessitate the cooperation of high school principals.

Holt¹¹ refers to a state-wide cooperative testing program which reached 17,000 seniors in 420 public high schools and 20 private and parochial schools. Eighteen institutions of higher learning in Wisconsin cooperated in the testing program during January.

Stoddard¹² reports that since 1923 the University of Iowa has sponsored the spring testing of more than 10,000 high school seniors, utilizing intelligence, reading, high school content, and placement examinations. The results have been returned to the high school principals for use in guidance.

Johnston¹³ reports that the aptitude tests are given in the high schools all over the state of Minnesota in February and March. The high schools at that time report the scholastic ranks of their students. The tests are scored at the university, and the college aptitude ranks calculated and reported to the high schools by the first of April.

None of the institutions included herein employs a set form of entrance examination such as the one administered by the College Entrance Examination Board which applicants are required to pass satisfactorily before entrance to certain Eastern colleges. All of the institutions report that the scholastic requirement for entrance may be met by a transcript of acceptable credits from an accredited high school. However, certain institutions place qualifications on the transcripts.

At the University of Chicago the freshman class is limited to 750 students. They are admitted on the basis of transcripts. The average grade in academic subjects must be higher than the passing mark of the school by 40 per cent of the difference between the passing mark and 100. If the average falls between 25 and 40 per cent of the difference between the passing mark and 100, the applicant is required to make a satisfactory score on a scholastic aptitude test.

At Northwestern University the freshman class in the College of Liberal Arts is limited to 650 students. Applicants who rank in the upper half of their high school classes are admitted without examination. Those in the lower half must pass satisfactorily five examinations: psychological, English, algebra, reading, and foreign language.

11. Holt, Frank O., The Reporter, *The Journal of Higher Education*, Vol. I, No. 6, June 1930, p. 350.

12. Stoddard, George D., The Use of Quantitative Measurement in Inducting the Student into the Institution of Higher Learning and in Predicting His Academic Success, *Quantitative Measurement in Institutions of Higher Learning*, University of Chicago Press, 1930, p. 94.

13. Johnston, J. B., Advising College Students, *The Journal of Higher Education*, Vol. I, No. 6, June 1930, pp. 315-320.

There is evidence of a tendency to bring about a better selection of students through a sane guidance program for high school seniors. If the weak student could be made to realize his limited chances for success, he would often choose another course and thereby forego the economic waste and mental depression which attend failure in college.

At the University of Minnesota the applicant who has a low college aptitude rating is advised that he likely will not succeed in college and is encouraged to direct his efforts in another field. If, however, he still desires to enroll he is admitted. Johnston¹⁴ states that in the fall of 1928, five hundred and sixty applicants were judged unable to carry college work. They were advised accordingly. Of this number 313 registered, 284 stayed long enough to make a mid-quarter scholarship record, 98 withdrew before the second quarter, 165 before the third quarter, and 15 made satisfactory records for the freshman year. He further states that limiting these students to certain studies enabled more of them to do satisfactory work than would have been possible if they had carried the courses which are usually required.

FEATURES OF SPECIFIC PRE-COLLEGE PROGRAMS

Thus far the report has dealt largely with general practices designed for the information and guidance of the prospective freshman. It seems advisable to set forth in outline form the large features of the pre-college programs which are being fostered by two state universities.

University of Michigan

1. Development of a new type of informational literature intelligible to prospective freshmen.
2. A reception given to principals from Michigan high schools during the month of December with arrangements for interviewing former students.
3. Reports on work of freshmen to former high school principals to aid them in guidance of seniors.
4. Personal visits by the University Registrar to high schools and attendance at meetings of high school officials.

Ohio State University

1. Organization of all of the colleges and universities into the Ohio College Association.
2. Embarking upon a five year research program into the college entrance program with 200 research problems.
3. The developing of a complete pre-college testing program.
4. Developing a new type of informational literature.
5. Collecting complete information about the student to assist in later personnel work.

14. Johnston, J. B., Advising College Students, *The Journal of Higher Education*, Vol. I, No. 6, June 1930, p. 318.

6. The release of a full time professor to the State Department of Education for the purpose of inaugurating a state-wide guidance program in the Ohio public schools.

ARE PRE-COLLEGE PROGRAMS SATISFACTORY?

The information blank which was sent to each of the fifty institutions contained the question, "Is your present pre-entrance program satisfactory?" The replies to this question are tabulated according to the answers *Yes*, *No*, and *Partially* in Table 9.

TABLE 9.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "IS YOUR PRESENT PRE-ENTRANCE PROGRAM SATISFACTORY?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	5	2	3	1	3	14
No-----	1	4	1	3	4	13
Partially--	2	3	3	4	3	15
No Reply--	2	1	3	2		8

Only 28 per cent of the institutions report that the pre-entrance program is satisfactory. It is reported only partially or unsatisfactory by more than half of the colleges and universities included herein. Although the evidence presented in Table 9 is subjective, still it is thought to be somewhat significant. The replies represent the opinions of the college and university officials who direct the admission of freshmen in their respective schools.

Each respondent was requested to make a brief statement concerning the improvement of the present pre-entrance program. Only twenty complied with this request. The suggestions and comments are listed under the type of institution submitting them.

Suggestions and Comments Offered by Officials of Twenty Colleges and Universities for Improvement of the Pre-entrance Program

State Universities

1. "Change of state law so we could exercise a little selection."
2. "I would suggest a third method of admission; i. e., combined examination plus partial certificate."
3. "We need to get full information regarding students coming from other states. We hope to develop further the pre-entrance advising. The program should lead to better selection of students in respect to college aptitude."

Private and Municipal Universities

1. "More vocational or educational guidance."
2. "Might do more on the problem of personality."
3. "(a) More personnel data, (b) conference with advisers, (c) an examination of aptitudes."

Private Colleges

1. "More knowledge of the student desirable. Wish we could require an interview."
2. "We desire further to eliminate those not fitted for college."

State Teachers Colleges

1. "More complete classification tests."
2. "I think a letter from the superintendent or principal of the high school giving personal information concerning entering students would help."
3. "We should get closer contact with high school authorities."
4. "We feel that more information should be obtained concerning the prospective student."
5. "State law requires that we accept all accredited high school graduates. We feel that we need a better program to enable us to discover a basis for intelligent guidance."
6. "We need and probably will request more personal data from entrants."
7. "Have the blank which is filled out during orientation week filled out before student enters."

Junior Colleges

1. "We need more light on personal characteristics to help choose courses."
2. "More systematic information should be obtained. If high school officials would administer psychological tests to high school seniors it would help."
3. "We need complete grammar and high school academic, physical, vocational, and extracurriculum records."
4. "We should have a cumulative report from all schools attended."
5. "The returns from the psychological examination and placement tests should be available at the time of registration. They could probably be administered by the high school principal during the senior year in high school."

Analysis of the suggestions for the improvement of the pre-entrance program shows that they can be classified under six large headings. A classification of the suggestions is shown in Table 10.

TABLE 10.—CLASSIFICATION OF SUGGESTIONS FOR THE IMPROVEMENT OF THE PRE-ENTRANCE PROGRAM, SHOWING THE FREQUENCY OF EACH

Suggestion	Number	Per Cent
More information about entering student.....	10	35.7
Better selection of students.....	5	17.9
Pre-entrance examinations.....	5	17.9
Better guidance given to students.....	3	10.7
Better contacts with high school officials.....	3	10.7
Better cumulative record reports.....	2	7.1
Total.....	28	100.0

The seeming irregularity indicated by a total of 28 as coming from 20 replies is due to the fact that certain of the institutions suggest more than one method of improvement. More information about the entering student is suggested in 35.7 per cent of the replies. A better selection of students, and pre-entrance examinations are both named in 17.9 per cent of the suggestions. Provision for better guidance for prospective students, and pre-entrance examinations are both suggested by 10.7 per cent of the respondents. There is considerable overlapping between the six large headings. For example, better cumulative record reports suggested in 7.1 per cent of the replies may be regarded as more information. Again, pre-entrance examinations may be thought of as a phase of a plan for the selection of students. However, it is specifically stated in certain of the replies that the results of the tests should be used for classification purposes. In spite of the overlapping it is thought that the classification may indicate the nature of the needed improvement as felt in the typical colleges and universities of the Mid-West.

SUMMARY

1. The aim of this chapter has been to present the essential features of the pre-college programs which are being carried out in typical colleges and universities located in states of the Mid-West for the information and guidance of prospective freshmen.

2. The data presented have been collected from fifty colleges and universities, all with a single exception located in states of the Mid-West and having membership with the North Central Association of Colleges and Secondary Schools.

3. The opinions of college and university presidents differ widely on the question, "Who shall go to college?"

4. Thirty-four per cent of the 50 institutions are required to admit any applicant who is of good moral character and can meet the minimum scholastic requirements. Sixty-four per cent report that they are not subject to this requirement.

5. Approximately 82 per cent of the institutions carry on the pre-entrance guidance program through the medium of published materials and correspondence. Only 18 per cent require a personal interview of prospective freshmen.

6. A new type of informational literature is being developed which makes an appeal to the immediate interests of the prospective students.

7. The application for admission must be approved before the student is assured of acceptance in 76 per cent of the colleges and universities. Three of the teachers colleges reporting do not use an application blank.

8. The application for admission blanks in use by the various institutions range in size from a single card with blanks for the name and address of the applicant to a twelve page document with provision for a large amount of personal information to be supplied by the applicant and the high school principal.

9. Less than half of the institutions request any information from the high school principal other than the high school transcript. There is an apparent need of better articulation between personnel work at the secondary level and college level.

10. A new type of student selection appears to be developing based on sane pre-college educational guidance for high school seniors.

11. Only 28 per cent of the institutions report that the pre-entrance program is satisfactory.

12. The suggestion for the improvement of the pre-entrance program which occurs most frequently has to do with a method of securing more information about freshmen before their entrance to college.

CHAPTER III

FRESHMAN WEEK

This chapter aims to set forth the present status of Freshman Week, the general nature of its program, and an estimate of its effectiveness. The data presented herein have been collected from fifty typical colleges and universities located in the Mid-Western states. The information was provided through completed information blanks, freshman week programs and other publications, personal letters, and personal interviews.

The idea of "Freshman Week" originated at the University of Maine in 1923. Almost over night the concept was received with favor by leading colleges and universities throughout the United States. Perhaps a better statement of its purpose is not to be found than the one formulated by Little¹⁵. To quote:

"Freshman Week was originally an entire week given to three general problems: (1) telling the freshman all that could be told to help him become oriented intellectually and geographically at the University; (2) learning what we could of the freshman to enable us to evaluate him more intelligently and successfully; (3) providing sensible and natural opportunities for recreation when the freshman was not otherwise employed."

EXTENT OF USE

Hopkins¹⁶ in his rather intensive study of the personnel work of fourteen leading American universities found that Freshman Week had been inaugurated in three institutions, or 21.4 per cent. This study was made in 1926.

Stoddard and Freden¹⁷ report a study for the purpose of discovering the status of Freshman Week. Questionnaires were sent out in July 1926 to the one hundred institutions showing the highest enrollment. The replies from 84 showed that 27 institutions, or 32 per cent, had inaugurated Freshman Week.

In 1927 Jones¹⁸ made an extensive study of 281 colleges and universities and found among other facts that 60 per cent had inaugurated Freshman Week.

All of the studies thus far which have sought to present the status of Freshman Week have considered all types of colleges and universities collectively. It is thought that the true position of Freshman Week may be determined more accurately by a consideration of its acceptance by the different types of institutions.

The information blank which was sent to fifty colleges and universities located in the Mid-Western states contained the question, "Is Freshman Week

15. Little, C. C., Discussion of Freshman Week, *School and Society*, Vol. XXIV, No. 625, December 18, 1926, p. 765.

16. Hopkins, L. B., Personnel Procedure in Education, *The Educational Record Supplement*, No. 3, October 1926.

17. Stoddard, George D., and Freden, Gustaf, The Status of Freshman Week in Large Universities, *School and Society*, Vol. XXIV, No. 619, November 6, 1926, pp. 586-589.

18. Jones, Adam Leroy, Personnel Technique and Freshman Guidance, *The Effective College*, The Association of American Colleges, 1928, pp. 91-104.

observed in your institution?" The replies listed in accordance with the answers *Yes* and *No* are shown in Table 11.

TABLE 11.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "IS FRESHMAN WEEK OBSERVED IN YOUR INSTITUTION?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	10	7	5	7	3	32
No.....	0	3	5	3	7	18

An inspection of Table 11 reveals the fact that all of the state universities have inaugurated Freshman Week. Seventy per cent of the private and municipal universities, and 70 per cent of the teachers colleges report affirmatively, as do 50 per cent of the private colleges. It has been adopted by only 30 per cent of the junior colleges reporting. The increase in its popularity as indicated by its adoption is in the same ascending order as the size of general enrollment. Thus the larger the enrollment the more apparent is the need of Freshman Week. Considering the five types of institutions collectively, it may be seen that 64 per cent of the total number have instituted Freshman Week. This is but slightly larger than the percentage reported by Jones in 1927, referred to above.

In an attempt to gain some basis for predicting the action of the institutions which report that Freshman Week has not been inaugurated, the question was asked, "Has it received consideration?" To this question 15 of the 18 institutions reply affirmatively. The further question, "Will it probably be inaugurated in the near future?" is answered in the affirmative by only 3 of the 15 making reply. Only 2 institutions, both private senior colleges, report the introduction and later discontinuance of Freshman Week. This fact appears to be significant. One of the respondents reflects his attitude in an excerpt from a personal letter which accompanied the completed information blank. It is quoted:

"----- we have very little information to give for a study of Freshman Week and Orientation courses. We have tried both but concluded that certain things which would be very successful and necessary in a large university are like a fifth wheel in a small college-----"

Replies indicate that junior colleges will be slow to adopt Freshman Week.

DURATION IN DAYS

The duration of Freshman Week varies greatly with different colleges and universities. With state universities the range is from one to seven days

with a median of three days. Replies from private and municipal universities show a range from 3 to 6 days with a median of $3\frac{1}{4}$ days. The private senior colleges report a range from 2 to 5 days with a median of $3\frac{1}{2}$. There is a range from 2 to 7 days with a median of 3 days with the state teachers colleges. The junior colleges report a range from 1 to 7 days with a median of 3. By considering collectively the 32 institutions, the range in the number of days of duration is from 1 to 7 with a median of 3 days. In Table 12 is shown the variation in number of days devoted to Freshman Week, and the frequency of the adoption of each length by 31 colleges and universities reporting on this point.

TABLE 12.—NUMBER OF DAYS IN FRESHMAN WEEK AND FREQUENCY OF OCCURRENCE IN THIRTY-ONE INSTITUTIONS

Length in Days	Number of Institutions	Per Cent
One.....	3	9.7
Two.....	4	13.0
Two and one half.....	1	3.2
Three.....	9	29.0
Three and one half.....	1	3.2
Four.....	5	16.1
Four and one half.....	1	3.2
Five.....	3	9.7
Six.....	1	3.2
Seven.....	3	9.7
Total.....	31	100.0
Median.....	3	

The data presented in Table 12 indicate that a 3-day period is the most commonly adopted one.

That Freshman Week is considered in general an integral part of the first year's work is evidenced by the data set forth in Table 13. It is a compilation of replies to the question, "Is attendance required of all freshmen?"

TABLE 13.—REPLIES FROM THIRTY INSTITUTIONS TO THE QUESTION, "IS ATTENDANCE AT FRESHMAN WEEK REQUIRED OF ALL FRESHMEN?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	8	6	4	6	3	27
No.....	2		1			3

An inspection of Table 13 shows that 90 per cent of the institutions reporting on this point require attendance. Those not requiring attendance report that it is strongly urged.

ARRANGEMENT AND ADMINISTRATION OF PROGRAM

In Table 14 is shown the list of college officials or groups who arrange the Freshman Week program, and the frequency of their use by each of the five types of institutions.

TABLE 14.—OFFICIALS AND GROUP WHO ARRANGE THE FRESHMAN WEEK PROGRAM IN THIRTY-ONE INSTITUTIONS

Official or Group	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Faculty Committee.....	9	3	4	3	1	20
Academic Dean.....	0	1	1	1	1	4
Director of Research.....	0	0	0	1	0	1
Personnel Staff.....	0	1	0	0	0	1
Dean of Students.....	0	1	0	0	0	1
Dean of Men.....	1	0	0	0	0	1
Dean of Women and Student Council.....	0	0	0	1	0	1
Director of Freshman Studies.....	0	0	0	1	0	1
President.....	0	0	0	1	0	1

Faculty committees usually arrange the Freshman Week program. This is the reported practice in 20 of the 31 institutions that supplied information on this point. The program is arranged by the academic dean in four institutions. Others reported once each are: president, director of research, personnel staff, dean of students, dean of men, dean of women, and director of freshman studies.

The responsibility of the administration of Freshman Week is delegated to seven different college officials and one committee among the several schools. The distribution of this responsibility by the various types of institutions is shown in Table 15.

TABLE 15.—COLLEGE AND UNIVERSITY OFFICIALS IN CHARGE OF ADMINISTRATION OF FRESHMAN WEEK PROGRAM IN THIRTY-ONE INSTITUTIONS

Official or Group	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Academic Dean---	0	2	3	3	2	10
Faculty Committee-----	4	1	2	1	0	8
Director of Freshman Week-----	3	1	0	0	0	4
Dean of Men-----	2	1	0	0	0	3
President-----	0	0	0	1	1	2
Registrar-----	1	0	0	0	0	1
Dean of Women-----	0	0	0	1	0	1
Dean of Students-----	0	1	0	0	0	1
Director of Freshman Studies-----	0	0	0	1	0	1

Of the 31 institutions reporting on this point, 10 assign this responsibility to the academic dean. This is not the practice in a single state university, however. A faculty committee administers the program in 8 institutions, the director of freshman week in 4, dean of men in 3, and president in 2. The registrar, dean of women, dean of students, and director of freshman studies is each reported in charge of administration of the program by one institution.

GENERAL LECTURES

General lectures occupy a definite place in the Freshman Week program. In reply to the question, "Do general lectures constitute a part of the program?" 28 of the 31 institutions replied affirmatively. Table 16 shows the replies tabulated according to the answers *Yes* and *No*, and arranged under the appropriate type of institution.

Only 3 institutions, or approximately 10 per cent, replied in the negative.

TABLE 16.—REPLIES OF THIRTY-ONE INSTITUTIONS TO THE QUESTION, "DO GENERAL LECTURES CONSTITUTE A PART OF THE PROGRAM?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	8	6	4	7	3	28
No-----	2		1			3

The respondents who replied affirmatively to the foregoing question were requested to check the topics which were discussed in the general lectures. The topics discussed and the frequency of their occurrence in the various programs are shown in Table 17.

TABLE 17.—TOPICS DISCUSSED IN GENERAL LECTURES AND FREQUENCY IN FRESHMAN WEEK PROGRAMS OF THIRTY-ONE INSTITUTIONS

Topics	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
College Duties and Responsibilities	6	5	5	5	2	23
History and Customs of Institution	5	5	4	5	3	22
Rules and Regulations	5	4	4	4	3	20
How to Register	4	2	3	5	3	17
How to Study	5	2	3	4	1	15
Student Honors	4	2	3	3	1	13
Religious Problems	2	1	2	3	2	10
Hygiene	3	1	2	3	1	10
Fraternities	3	3	1	2	1	10
How to Use the Library	0	0	0	0	1	1
Opportunities for Professional Training	1	0	0	0	0	1
Money and Budgeting	0	0	1	0	0	1

The frequency with which some topics occur in Table 17 indicates that they have become stock numbers on the program. College duties and responsibilities, history and customs of the institution, rules and regulations, how to register, and how to study, are the topics of highest frequency. They are reported as occurring in the program by more than 50 per cent of the thirty-one institutions. The topics, student honors, religious problems, hygiene, and fraternities, have a place on approximately one third of the programs. How to use the library, opportunities for professional training, and money and budgeting, is each reported by one institution.

These data show that general lectures are quite widely used as a part of the Freshman Week program, and that there is rather marked uniformity in the selection of topics discussed.

GROUPING STUDENTS

There is a rather general practice of grouping students into sections. In Table 18 the replies are given to the question, "Are students assigned to sections?"

TABLE 18.—REPLIES OF THIRTY-ONE INSTITUTIONS TO THE QUESTION, "ARE STUDENTS ASSIGNED TO SECTIONS?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	6	4	4	5	3	22
No.....	4	2	1	2		9

Of the 31 replying to this question, 22 answer in the affirmative. The number of students assigned to groups in the various institutions ranges from 10 to 200, with a median of 25. The section is in charge of a faculty member in approximately 90 per cent of the institutions.

Section lectures generally constitute a part of the program in the institutions which group the students. The topics discussed and the frequency of their use are shown in Table 19.

TABLE 19.—TOPICS DISCUSSED IN SECTION LECTURES AND FREQUENCY OF OCCURRENCE IN THE TWENTY-TWO INSTITUTIONS WHICH DIVIDE STUDENTS INTO GROUPS DURING FRESHMAN WEEK

Topics	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Use of Library.....	3	2	5	6	2	18
Budgeting Time.....	2	3	3	3	2	13
How to Study.....	2	1	4	2	1	10
Use of Laboratory.....	0	0	1	0	1	2
General Lectures to Men and Women in Separate Groups	0	0	0	1	0	1
Campus Activities.....	0	0	0	0	1	1
College and Social Regulations..	0	0	0	1	0	1

By observing Table 19 it will be seen that three topics are in general use. Use of the library, budgeting time, and how to study, are reported by 18, 13, and 10 respectively of the 22 institutions.

ADMINISTRATION AND USE OF TESTS

The administration of examinations is a prominent feature of the Freshman Week program. All of the institutions which have Freshman Week report that tests are given during this period. The types of examinations and tests with the frequency of their administration are shown in Table 20.

TABLE 20.—NAMES AND FREQUENCY OF TESTS ADMINISTERED DURING FRESHMAN WEEK IN THIRTY-ONE INSTITUTIONS

Tests	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Psychological.....	8	4	5	6	3	26
English.....	8	4	5	6	2	25
Physical Examination.....	6	6	4	4	2	22
Mathematics.....	6	2	1	2	0	11
Language Placement.....	2	1	2	0	0	5
Reading.....	0	1	1	2	0	4
Achievement.....	0	0	0	1	1	2
American History.....	0	0	0	1	0	1
Chemistry.....	0	0	1	0	1	1
Geography.....	0	0	0	1	0	1
Group Interest.....	1	0	0	0	0	1
Group Personality.....	0	1	0	0	0	1
Teaching Aptitude.....	0	0	0	1	0	1
Vocational.....	0	1	0	0	0	1
Physics.....	0	0	1	0	0	1

While fifteen different kinds of examinations and tests are shown, only three are administered by more than half of the colleges and universities reporting. The psychological examination heads the list with a frequency of 26. It is followed by English and physical examinations with frequencies of 25 and 22 respectively. A mathematics examination is a part of the testing program in 11 institutions. Language placement and reading examinations are reported by 5 and 4 institutions respectively. An achievement test is added to the list by 2 of the respondents. Other tests, each reported by one institution, are: American history, chemistry, geography, group interest, group personality, teaching aptitude, vocational, and physics.

In response to the question, "Are the results of the examinations available at the time of registration?" 14 answered in the affirmative and 17 in the negative. The grouping of the replies is shown in Table 21.

TABLE 21.—REPLIES FROM THIRTY-ONE INSTITUTIONS TO THE QUESTION, "ARE THE RESULTS OF THE EXAMINATIONS AVAILABLE AT THE TIME OF REGISTRATION?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	5	1	3	3	2	14
No.....	5	5	2	4	1	17

The fact that more than half of the institutions do not make available the results of the examinations at the time of registration indicates a failure to utilize their full value.

Perhaps no phase of the Freshman Week program has had more to do with adding academic stability and purposefulness than has the administration of examinations and their immediate and subsequent use. Indeed the testing program is the one component of Freshman Week which has been evaluated with considerable objectivity. Reference is made to the benefits which have accrued from sectioning students on the basis of tests. The respondents were requested to indicate the uses made of the test results. The reported uses and their frequencies are shown in Table 22.

TABLE 22.—USES MADE OF TEST RESULTS IN THIRTY-ONE INSTITUTIONS

Uses	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
To section students.....	4	4	5	5	3	21
To predict college success.....	3	4	4	6	1	18
To determine amount of work to be carried.....	6	1	2	2	2	13
To determine type of curriculum.....	4	3	3	1	1	12
To eliminate for inferior work....	2	1	3	3	2	11
To aid in vocational guidance....	3	1	4	1	1	10
To aid in selection of students....	0	3	1	3	1	8
For reference of faculty and advisers.....	1	0	0	1	1	3
To determine cause of poor work.....	0	0	1	0	0	1
Disciplinary aid.....	0	0	0	0	1	1

The most general use of the results is in the sectioning of students. It is reported by 21 institutions. Next in order is the use to predict college success, reported by 18. To determine the amount of work to be carried, to

determine the type of curriculum, to eliminate for inferior work, and to aid in vocational guidance, are uses reported by 13, 12, 11, and 10 of the institutions, respectively. Eight of the respondents report the use of test results in the selection of students, three others for use of faculty members and advisers, and only one to determine the cause of poor work. One institution reports that test results are used in connection with disciplinary problems.

These data indicate that the test results are serving definite purposes and are not resigned to files where they will be undisturbed.

Since the testing program occupies a prominent place in the work of orientation of freshmen, it was thought advisable to gather some information in this connection from the institutions which have not inaugurated Freshman Week. Each respondent was requested to indicate the names of the examinations which were administered either during Freshman Week or during the first week of the school year. It seems proper to insert the data gathered in this connection at this point. It will present the general practice in the original fifty institutions included in this study, even though it necessitates a brief departure from the central theme of Freshman Week. In Table 23 the names of the examinations and frequency of their administration are given.

TABLE 23.—NAMES AND FREQUENCY OF TESTS ADMINISTERED EITHER DURING FRESHMAN WEEK OR THE FIRST WEEK IN FIFTY INSTITUTIONS

Tests	State Univer- sities	Private and Mu- nicipal Univer- sities	Private Colleges	State Teach- ers Colleges	Junior Colleges	Total
Psychological.....	8	4	8	9	7	36
English.....	8	4	6	7	7	32
Physical Examination.....	6	7	5	8	4	30
Mathematics.....	6	2	1	2	2	13
Language Placement.....	2	1	1	3	1	8
Reading.....	0	1	1	2	0	4
Achievement.....	0	0	0	1	1	2
Vocational.....	0	1	0	0	1	2
Group Personality.....	0	1	1	0	0	2
Chemistry.....	0	0	1	0	1	2
Group Interest.....	1	0	0	0	0	1
American History.....	0	0	0	1	0	1
Geography.....	0	0	0	1	0	1
Motor Ability.....	0	0	0	0	1	1
Music.....	0	0	0	0	1	1
Physics.....	0	0	1	0	0	1
Teaching Aptitude.....	0	0	0	1	0	1

An inspection of Table 23 reveals the fact that the general status of the various examinations has not been materially changed by the inclusion of the institutions which have not instituted Freshman Week.

Information concerning the uses made of the test results in the fifty institutions is tabulated and presented in Table 24.

TABLE 24.—USES MADE OF TEST RESULTS IN FIFTY COLLEGES AND UNIVERSITIES LOCATED IN STATES OF THE MID-WEST

Uses	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
To section students.....	4	4	6	8	6	28
To predict college success.....	3	4	6	8	6	27
To determine amount of work to be carried.....	6	1	7	3	3	20
To determine type of curriculum.....	4	3	5	4	1	17
To aid in vocational guidance.....	3	1	4	7	1	16
To eliminate for inferior work.....	2	1	3	5	3	14
To aid in selection of students.....	0	3	2	1	3	9
For reference of faculty and advisers.....	1	0	1	1	1	4
To determine cause of poor work.....	0	0	1	0	0	1
Disciplinary aid.....	0	0	0	0	1	1

A glance at Table 24 indicates that the relative positions of the various uses have not been materially changed by the introduction of the institutions which have not inaugurated Freshman Week.

Of the thirty-one institutions replying to the question, "Is class organization effected during Freshman Week?" only nine replied affirmatively. The replies to this question are shown in Table 25.

TABLE 25.—REPLIES OF THIRTY-ONE INSTITUTIONS TO THE QUESTION, "IS CLASS ORGANIZATION EFFECTED DURING FRESHMAN WEEK?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	2	2	2	3		9
No.....	8	4	3	4	3	22

SOCIAL AND RECREATIONAL ACTIVITIES

A definite part in each Freshman Week program is given over to social and recreational activities. In this connection each respondent was requested to indicate the nature of the activities sponsored. They are shown in tabular form in Table 26.

TABLE 26.—SOCIAL AND RECREATIONAL ACTIVITIES SPONSORED BY THIRTY-ONE INSTITUTIONS DURING FRESHMAN WEEK

Activities	State Univer- sities	Private and Mu- nicipal Univer- sities	Private Colleges	State Teach- ers Colleges	Junior Colleges	Total
Receptions.....	6	2	5	6	2	21
Sight seeing.....	5	2	1	5	2	15
Picture shows.....	1	2	1	5	1	10
Dancing.....	3	2	0	3	0	8
Athletic meets.....	4	1	1	1	1	8
Picnic dinners.....	1	0	3	1	0	5
Banquets.....	2	1	2	0	0	5
Hiking.....	1	1	1	0	2	5
Social mixers.....	2	1	0	0	0	3
Smokers.....	2	0	0	0	0	2
Musical and dramatic programs	1	0	0	0	0	1

Table 26 indicates that receptions are given a place on the Freshman Week programs of 21 of the 31 institutions reporting on this item. Sight seeing ranks second in frequency, being practiced by 15, or practically 50 per cent, of the institutions which observe Freshman Week. Ten report picture shows, and 8 include athletic meets and dancing. Next in frequency are picnic dinners, banquets, and hiking. Three institutions report social mixers; 2, smokers; and 1, musical and dramatic programs.

PERSONAL INTERVIEWS WITH ADVISERS

Personal interviews with advisers are scheduled as a part of the Freshman Week program in a number of institutions. Twenty of the respondents, or approximately 65 per cent, report this practice. As this topic is to be discussed at some length in Chapter V, further discussion is omitted.

In reply to the question, "Is registration of freshmen completed during Freshman Week?" 27 of the 31 answered in the affirmative. The replies are shown in Table 27.

TABLE 27.—REPLIES FROM THIRTY-ONE INSTITUTIONS TO THE QUESTION, "IS REGISTRATION OF FRESHMEN COMPLETED DURING FRESHMAN WEEK?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	9	4	4	7	3	27
No.....	1	2	1			4

ESTIMATED EFFECTIVENESS

The rapid growth in popularity of Freshman Week is evidenced by the fact that in less than a decade it has been adopted by more than 60 per cent of the leading universities and colleges in the United States. Its proponents are now being called on to validate its claims and justify its place in the college and university program. Thus far no technique has been developed for objectively evaluating its effectiveness.

A number of studies have been made in an attempt to evaluate Freshman Week as a procedure in orientation of first year students.

Stoddard and Freden¹⁹ report a study conducted in 1926 in which 100 institutions with the largest enrollments throughout the United States were requested to submit information concerning Freshman Week. Its adoption was reported by 27, of which 26 vouched for its success.

A rather elaborate study has been reported by a faculty committee at Ohio State University.²⁰ The committee was appointed by President Rightmire in response to a request by the Council after three years of managing the program of Freshman Week. Data were sought from seven sources: 1287 freshmen, 63 upper classmen at random, 47 upper classmen who acted as group leaders, 90 parents of freshmen, 131 members of the faculty, and 28 administrative officers. On the basis of replies the committee submitted as the gist of the report this statement: "Freshman Week is fulfilling a felt need and is fulfilling it successfully."

Stoddard²¹ suggests eight criteria of success toward which research studies may be pointed with a view to establishing a more objective evaluation of Freshman Week. They are stated below:

1. The favorable judgments of personnel workers, instructors, and students as to its value relative to other optional procedures.
2. The reduction of failures and eliminations, especially during the first year.

19. Stoddard, George D., and Freden, Gustaf, *The Status of Freshman Week in Large Universities, School and Society*, Vol. XXIV, No. 619, November 6, 1926, pp. 586-589.

20. Evaluating Freshman Week, *Journal of Higher Education*, Vol. I, No. 4, April 1930, pp. 224-225.

21. Stoddard, George D., *The Use of Quantitative Measurement in Inducting the Student into the Institution of Higher Learning and in Predicting His Academic Success, Quantitative Measurement in Institutions of Higher Learning*, University of Chicago Press, 1930, p. 91.

3. The improvement in quality of work done, as measured, not by marks (which involve a constant error), but by objective examinations and original productions of exceptional merit.
4. The reduction of necessary changes in courses, schedules, sections, academic load carried, extra-curricular activities selected, etc.
5. The increase in percentage of Freshmen remaining in the field originally selected.
6. A better articulation between personnel work in secondary schools and colleges.
7. A reduction in personality disturbances and social deficiencies.
8. An increase in student "vitality" as measured by the excellence of student politics, activities, cooperative enterprises, etc.

In the study reported herein the institutions which have inaugurated Freshman Week were asked to reply to the question, "In your opinion do the returns from Freshman Week justify the expenditure?" All but one institution, a state teachers college, answered in the affirmative. The 31 colleges and universities replying to this question are distributed among the five types as follows: 10 state universities, 6 private and municipal universities, 5 private senior colleges, 7 state teachers' colleges, and 3 junior colleges. The former studies have included only universities and colleges with a large enrollment, whereas the present study has included institutions of various types, even those with small enrollment. The replies indicate that officials in both large and small colleges consider Freshman Week a profitable procedure.

In an effort to get a more analytical view of the merits and defects of Freshman Week from the standpoint of the college official, each respondent was requested to make two statements (a) the most meritorious feature, (b) the most objectionable feature of Freshman Week. The replies are listed below.

Statements of College Officials as to What They Consider the Most Meritorious Feature of Freshman Week

State Universities

1. "Chance for each student to consult advice before enrollment."
2. "Earlier and better adjustment and contacts with instructors."
3. "Academic induction and guidance."
4. "Orientation."
5. "Faculty interviews with students."
6. "Introduction to the University—English placement tests in order to decrease number of failures in Modern Languages."

Private and Municipal Universities

1. "Saves time. Orientates students."
2. "General opportunity to become acquainted with school."

3. "Aids in adjustment of Freshmen to new environment."
4. "The group plan of handling Freshmen as *individuals*."
5. "Friendships that have proved to be helpful."
6. "Probably the general meeting at the University chapel."

Private Colleges

1. "Freshmen are established in their routine before upper classmen arrive."
2. "Personal conferences and library instruction."
3. "Getting the Freshman adjusted and off to a good start."
4. "Better opportunity to know freshmen and enable them to start properly."

State Teachers Colleges

1. "Orientation on campus."
2. "Students get acquainted with the atmosphere of the institution."
3. "Tests and sectioning."
4. "As Dean of Women, I say Big Sister work."
5. "According to students, the explanation of the various curricula and how to enroll was one of the most valuable things. The use of library was also important to them, according to statements."

Junior Colleges

1. "Starts Freshmen properly."
2. "Better start in college."
3. "Students are placed in courses and campus activities where they can do their best work."

An attempt to classify the replies under certain large headings brought out the fact that there is no common agreement among college officials as to the chief merit of Freshman Week. Opinions do not cluster about any specific activity. A classification of the replies is shown in Table 28.

TABLE 28.—A CLASSIFICATION OF THE TWENTY-EIGHT MOST MERITORIOUS FEATURES OF FRESHMAN WEEK AS REPORTED BY COLLEGE AND UNIVERSITY OFFICIALS

Most Meritorious Feature	Frequency	Per Cent
General orientation.....	8	28.6
Early personal contacts with faculty members and advisers.....	4	14.3
Good start.....	4	14.3
Tests and sectioning.....	3	10.6
Academic guidance.....	2	7.1
Acquaintance with freshmen.....	2	7.1
General assemblies.....	1	3.6
Big Sister work.....	1	3.6
Saves time.....	1	3.6
Group plan.....	1	3.6
Library instruction.....	1	3.6
Total.....	28	100.0

The term "general orientation" is somewhat nebulous, and although it is reported most often as shown in Table 28, still it fails to single out any particular feature. The same may be said of the heading "a good start" reported by 4 institutions. Four also report early personal contacts with faculty members and advisers, and three mention tests and sectioning.

Statements of College Officials as to What They Consider the
Most Objectionable Feature of Freshman Week

State Universities

1. "Parts get too crowded."
2. "Overstressing by some groups of student activities and social features."
3. "Faculty talks too long and uninteresting."
4. "Length."
5. "Difficulty in getting freshmen to come to Freshman Week."

Private and Municipal Universities

1. "Fails as yet to completely orient students."
2. "Excessive rushing and social program gives freshmen very biased idea of college duties."
3. "Registration system."
4. "Spasmodic action that has failed to carry through the year."

Private Colleges

1. "Our chief problem was 'fraternity rushing' which was so insistent that it was difficult to have Freshmen by themselves undisturbed. On the other hand, the activities of fraternities and their friendliness do keep students from becoming homesick, introduce students to college customs, and create enthusiasm, and so save faculty committees from many minor duties."
2. "Rushing goes on at the same time."
3. "Possible exaggeration of ordeal in minds of timid freshmen."

State Teachers Colleges

1. "Difficulty in getting all freshmen to enroll for Freshman Week activities."
2. "Time lost by other students while Freshmen are being initiated."
3. "Students are here two or three days without regular tasks."
4. "No really objectionable feature—except for the students the examinations."
5. "Constant tendency to introduce rough work which is prohibited."
6. "The adviser groups was probably the least satisfactory as students did not attend well after the first few group meetings. I think

in a small group they probably accomplished their purpose and meetings after the first few weeks were unnecessary."

Junior Colleges

1. "Everything has to be held up for them."
2. "Too much for Freshmen to absorb when everything is so strange."
3. "Loss of time from class work; a few periods of inactivity on the part of students."

An attempt was made to classify the most objectionable features of Freshman Week. As in the case of classifying the most meritorious features, there is no general agreement as to the most objectionable feature. A classification of these replies forms Table 29.

TABLE 29.—A CLASSIFICATION OF THE TWENTY-TWO MOST OBJECTIONABLE FEATURES OF FRESHMAN WEEK AS REPORTED BY COLLEGE AND UNIVERSITY OFFICIALS

Most Objectionable Feature	Frequency	Per Cent
Fraternity rushing.....	3	13.6
Loss of time.....	3	13.6
Students given an abnormal concept of college.....	3	13.6
Overcrowded program.....	2	9.1
Overstressing of social features.....	2	9.1
Difficulty with freshman attendance.....	2	9.1
Registration system.....	1	4.5
Too long.....	1	4.5
Faculty talks too long and uninteresting.....	1	4.5
Fails to orient students completely.....	1	4.5
Advisory function.....	1	4.5
Overstressing student activities.....	1	4.5
Constant tendency to get in rough work.....	1	4.5
Total.....	22	99.6

The three objectionable features mentioned most frequently are: student given an abnormal concept of college, rushing, and loss of time, each with a frequency of 3. This is not highly significant, however, since there are 13 headings and a total of 22 opinions.

The attempt to discover the effectiveness of Freshman Week has involved only subjective data. Since no instruments have been evolved for obtaining objective data it is thought that the opinions and estimates of those who have been closely connected with the work are of value.

SUMMARY

1. Of the fifty colleges and universities included herein, 32, or 64 per cent, have inaugurated Freshman Week.

2. The number of days devoted to Freshman Week shows a range of from 1 to 7 with a median of 3 days.

3. Faculty committees arrange the program more often than do college officials. However, the academic dean is more often in charge of the administration of the program.

4. The activities which are generally incorporated in the program may be classified under five large headings: general and section lectures, examinations, social and recreational, personal interviews, and registration.

5. Examinations are administered by all of the institutions which have inaugurated Freshman Week.

6. Thirty of the thirty-one institutions reporting indicate that the returns from Freshman Week justify the expenditure.

CHAPTER IV

ORIENTATION AND SURVEY COURSES

The purpose of this chapter is to present the status, general nature, and the reported effectiveness of orientation and survey courses in fifty typical colleges and universities located in Mid-Western states. Information was gathered through school publications, the fifty completed information blanks, personal letters and interviews, and the general literature on the subject.

The title of this chapter may indicate that it belongs more properly in a curricular discussion than in a study of the adapting procedures of colleges and universities. Nevertheless, orientation and survey courses have evolved out of an attempt to perform for college freshmen in groups many of the services which had been rendered to students individually by college officials and teachers since the founding of colleges.

Before proceeding further it seems advisable to clear up the connotations of the terms "orientation course" and "survey course" as used in this chapter. In the information blank sent to the fifty institutions the division devoted to this subject was prefaced with the following statement:

"In the questions and statements which follow, the term 'orientation course' will be interpreted to mean a course designed primarily to adapt the student to college problems and situations. The term 'survey course' will be used to designate general subject-matter work designed to orient the student in the larger fields of thought; as for example, natural science, social science, and art."

A distinct line of discrimination between the two types of courses is not adhered to rigorously by all institutions. It is not unusual to find properties of each incorporated in a single course. Throughout the remainder of the chapter the distinction set forth in the statement from the information blank will be observed.

ORIENTATION COURSES

In a very comprehensive study reported by Fitts and Swift,²² Reed College, located in Portland, Oregon, is accredited with the introduction of the first orientation course for which students received college credit. It was offered during the first semester of 1911-12 under the title, "The College Life Course". The aim was primarily administrative and attempted to adjust freshmen to college life and study. The same authors report that by 1925-26, seventy-nine leading American institutions of higher education were offering

22. Fitts, Charles Tabor, and Swift, Fletcher Harper, *The Construction of Orientation Courses for College Freshmen*, University of California Press, 1928.

orientation courses²³. The aim of the course most frequently stated in 1928 was to adjust the student to college life.²⁴

EXTENT OF ADOPTION

In the information blank which was sent to the fifty institutions listed in Chapter I, the question was asked, "Do you offer an orientation course?" This question immediately followed the introductory statement quoted above in the hope that the respondent would report courses in conformity with the connotation set up therein.

The replies received show clearly (if the list of institutions included herein be typical) that it is not the general practice to offer orientation courses in colleges and universities located in Mid-Western states. The replies are shown grouped according to the answers *Yes* and *No* in Table 30.

TABLE 30.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "DO YOU OFFER AN ORIENTATION COURSE?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	3	3	3	1	6	16
No-----	7	7	7	9	4	34

Six junior colleges reply to the question in the affirmative. Only three each of the state universities, private and municipal universities, and private colleges, and one of the state teachers colleges answer affirmatively. A consideration of the fifty institutions collectively reveals the fact that only 16, or 32 per cent offer orientation courses. This fact is rather significant since it reflects the relative position of the orientation course among the other adapting procedures and devices. It should be recalled that 64 per cent of the same institutions have inaugurated Freshman Week.

One state university, one private college, and one state teachers college each offer more than one orientation course. Three junior colleges report the practice of offering more than one.

By observing Table 31 it will be seen that all freshmen are required to pursue one orientation course in 11 of the 16 institutions.

23. Fitts, Charles Tabor, and Swift, Fletcher Harper, *The Construction of Orientation Courses for College Freshmen*, University of California Press, 1928, p. 166.

24. *Ibid.*, p. 192.

TABLE 31.—REPLIES OF THE SIXTEEN INSTITUTIONS OFFERING ORIENTATION COURSES TO THE QUESTION, "ARE ALL FRESHMEN REQUIRED TO PURSUE ONE COURSE?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	1	3	3	1	3	11
No-----	2				3	5

Although orientation courses are offered in only 32 per cent of the fifty institutions, they are required of all freshmen in 68 per cent of those offering them. Only two institutions, one a private college and the other a state teachers college, report that more than one course is required.

ACADEMIC CREDIT

The curricular position of the courses is indicated to some extent by the attitude of the institution toward allowing academic credit for them. In response to the question, "Is academic credit allowed?" ten of the 16 institutions, or approximately 62 per cent, answer in the affirmative.

TABLE 32.—REPLIES FROM THE SIXTEEN INSTITUTIONS OFFERING ORIENTATION COURSES TO THE QUESTION, "IS ACADEMIC CREDIT ALLOWED?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	2	2	2	1	3	10
No-----	1	1	1		3	6

Two state universities, two private and municipal universities, and two private colleges report this practice. One state teachers college and three junior colleges also reply affirmatively. The more general practice appears to be that of offering the course for academic credit. The amount of credit allowed is most frequently reported to be two semester hours.

TITLES OF COURSES

The nature of the course is reflected somewhat through the title under which it is offered. The titles were submitted by the respondents and are incorporated in Table 33.

TABLE 33.—TITLES OF ORIENTATION COURSES OFFERED BY SIXTEEN INSTITUTIONS, WITH THE FREQUENCY OF EACH

Titles of Courses	State Univer- sities	Private and Mu- nicipal Univer- sities	Private Colleges	State Teach- ers Col- leges	Junior Colleges	Total
Use of Library-----	0	0	2	1	3	6
How to Study-----	1	1	2	0	2	6
Freshman Lectures-----	2	2	2	0	0	6
Reflective Thinking-----	0	0	1	0	1	2
Science-----	0	0	1	0	1	2
Education-----	0	0	0	1	0	1
Hygiene-----	0	0	0	0	1	1
Corrective Reading-----	1	0	0	0	0	1
Nature of World, Society, and Science-----	0	0	1	0	0	1

Each of the titles, How to Study, Freshman Lectures, and Use of the Library, is reported by six institutions. These are the three topics of highest frequency. Two institutions report both Reflective Thinking and Science. Each of the titles, Education, Hygiene, Corrective Reading, and The Nature of World, Society, and Science, is reported by one institution. The last named is reported to be a combined orientation and survey course.

One state university and one municipal university each reports that an orientation course was introduced and later discontinued. Four private senior colleges report the discontinuance of such courses. Since only three institutions of this type are now offering these courses, it appears that private senior colleges regard them as having questionable value. One respondent expresses his reaction to the course in a personal letter, an excerpt from which is quoted:

"We have modified our method of the induction of Freshmen considerably in the past few years. For two years we gave an orientation course. The problems proved unsolvable, and we dropped it as a regular part of the curriculum and are getting at it in another way."

ESTIMATE OF EFFECTIVENESS

Each respondent was requested to reply to the question, "Are the courses successful?" The replies are shown in Table 34.

Of the 16 institutions now offering them, 13 report they are successful; only 2 reply in the negative; one fails to reply on this point. While these replies are largely subjective, they appear to be significant. A course about which there is considerable doubt will certainly not so nearly approach unanimity of approval.

TABLE 34.—REPLIES FROM THE SIXTEEN INSTITUTIONS OFFERING ORIENTATION COURSES TO THE QUESTION, "ARE THE COURSES SUCCESSFUL?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	3	2	2	1	5	13
No-----		1	1			2
No Reply--					1	1

The experimental studies which have been made to determine the effectiveness of these courses have been more often with students below average. Stoddard²⁵ recites the summaries of three carefully conducted experiments, two of which were with below-average students. In these studies, one by Jones at the University of Buffalo, one by Remmers at Purdue University, and one by Lemon at the University of Iowa, careful controls were set up. Some of the objective evidence used to validate the claims for the course was, fewer failures, fewer dismissals, higher grades, and fewer voluntary withdrawals with the students in the experimental than the control group.

In an address before the college section of the Missouri State Teachers Association in November 1929, Dean Haggerty seriously questioned the lasting effectiveness of the course "How to Study". He stated that the semester grades in subjects pursued simultaneously with the course indicated that the student had benefited by it. However, general observation seemed to warrant the conclusion that the results of the course had disappeared by the close of the following semester, judged on the basis of semester grades. A careful study is being conducted at the University of Minnesota which no doubt will assist in objectively evaluating this course.

Personal interviews bring out various reactions to the effectiveness of orientation courses. Dean Puckett of Central College, Fayette, Missouri, expresses the opinion that such courses can not be taught in isolation. He calls attention to the fact that his statement is a personal opinion and is not based on experimentation. He believes that the good teacher of history must teach the student to study history. Dean Oppenheimer states that the recent practice at Stephens College is to give over the first few class periods in each course to the orientation of students in the particular subject by the respective teacher.

A number of schools report that a series of non-credit lectures required of all freshmen performs the function of an orientation course.

25. Stoddard, George D., *The Use of Quantitative Measurement in Inducting the Student into the Institution of Higher Learning and in Predicting His Academic Success, Quantitative Measurement in Institutions of Higher Learning*, University of Chicago Press, 1930, p. 98.

H. C. Dorcas* describes the lecture series at the University of Iowa as follows:

"----- We give a course of eight lectures, one lecture for each of the first eight weeks of the first semester, the purpose of which is very largely to orient the student with reference to his general relationships to the institution, the general regulations, what his privileges and his obligations are, and how to act. No credit is given for the course, and yet every student in the freshman class is required to be present at all of the lectures, careful account of his presence or absence is kept and he is disciplined if he persistently absents himself. We do not seem to have any trouble in the administration of this non-credit brief course in freshman lectures."

At the University of Chicago a series of non-credit lectures for freshmen is given, one each week throughout the first quarter.

SURVEY COURSES

As explained at the beginning of this chapter, the term "survey course" is used to designate general subject-matter work designed to orient the student in the larger fields of thought. In the light of this connotation it seems appropriate to introduce the subject in this study, notwithstanding the fact that it is largely a topic for curricular consideration.

The question was asked in the information blank, "Do you offer one or more survey courses?" The replies are incorporated in Table 35.

TABLE 35.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "DO YOU OFFER ONE OR MORE SURVEY COURSES?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	4	6	4	5	5	24
No-----	6	4	6	5	5	26

The question is answered in the affirmative by 6 private and municipal universities, 5 state teachers colleges, 5 junior colleges, 4 state universities, and 4 private colleges. A consideration of the five types collectively shows that 24 of the 50 institutions, or 48 per cent, offer one or more survey courses. This fact reflects something of the popularity of the two types of courses when it is recalled that only 32 per cent of the same institutions offer orientation courses.

The range in the number of survey courses offered by various institutions is from one to seven, with a median of two. Only two private and municipal

*Personal letter, May 1, 1930.

universities and one of each of the other four types of institutions require all freshmen to enroll for one course. Two state teachers colleges and one junior college require more than one course. All of the courses yield academic credit.

DEPARTMENTS OFFERING SURVEY COURSES

Each respondent was requested to indicate the course or courses offered in the large divisions of subject matter. This classification with the frequency for each division is shown in Table 36.

TABLE 36.—NAME AND FREQUENCY OF DEPARTMENTS IN WHICH SURVEY COURSES ARE OFFERED BY TWENTY-FOUR INSTITUTIONS

Departments	State Univer- sities	Private and Mu- nicipal Univer- sities	Private Colleges	State Teach- ers Colleges	Junior Colleges	Total
Social Science.....	4	6	2	3	2	17
Natural Science.....	3	2	1	4	1	11
Literature.....	1	0	1	1	2	5
Art.....	1	1	0	1	1	4
Education.....	1	0	0	1	1	3
Music.....	1	0	0	1	1	3
Religion.....	0	0	1	0	1	2
Mathematics.....	0	1	0	0	0	1
Home Economics.....	1	0	0	0	0	1
Library Science.....	0	0	0	0	1	1
Engineering.....	0	0	0	0	1	1
Humanities.....	0	0	0	0	1	1
Vocations.....	0	0	0	0	1	1

An inspection of Table 36 indicates that social science is the most favored field, since it is reported by 17 institutions, or slightly more than 70 per cent. Eleven, or slightly more than 45 per cent, report natural science. Literature, art, education, music, and religion, is each reported 5, 4, 3, 3, and 2 times respectively. The following departments are reported one time each: mathematics, home economics, library science, engineering, humanities, and vocations.

The fact that a course is retained in the curriculum is some evidence that it is considered successful. Only three survey courses are reported to have been introduced and later discontinued. Each is reported by a private or municipal university.

ESTIMATE OF EFFECTIVENESS

The respondents were requested to state whether or not they consider the courses successful. Twenty-one of the 24 reply in the affirmative. There

are no replies in the negative as 3 institutions failed to reply on this point. The replies are tabulated and presented in Table 37.

TABLE 37.—REPLIES TO THE QUESTION, "ARE THE SURVEY COURSES SUCCESSFUL?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	4	6	3	4	4	21
No-----						0
No Reply--			1	1	1	3

An inspection of Table 37 brings out the fact that there is a marked uniformity of approval by the different types of institutions.

SPECIFIC COURSES

A number of well established courses have been evolved in the institutions included herein. Perhaps the two most widely known are, "Man in Society" evolved at the University of Minnesota, and "The Nature of the World and Man" developed at the University of Chicago and taught by cooperative faculty action.

Personal interviews with the teachers of survey courses seem to justify the belief that the teachers at least have become properly orientated in the subject. They were able without exception to discuss their work with enthusiasm.

At the Northeast Missouri State Teachers College a carefully developed course entitled "Orientation" is being offered. The first quarter title is "Man in the Physical and Biological World." This title is more expressive of the content of the course. A group of 61 students who had taken this course supplied information which it was hoped would reflect their reaction to it. Fifty-seven of the 61 students reported that they would advise freshmen to take the course.

A course entitled "American Contemporary Civilization" is being offered at Lindenwood College. It is taught by the cooperative faculty plan although the class is in charge of and directly responsible to one faculty member. The course is reported to be successful.

The data presented seem to indicate that the survey course is in better standing with the colleges and universities located in Mid-Western states than the orientation course.

SUMMARY

1. The term "orientation course" has been used throughout this chapter to designate a course designed primarily to adapt the students to college problems and situations. "Survey course" has been used to designate subject-matter work designed to orient the student in the larger fields of thought.

2. Only 32 per cent of the 50 institutions included herein offer orientation courses. Of this number 6 offer more than one course; 11 require all freshmen to pursue one; 10 allow academic credit.

3. Thirteen distinct titles are reported by the 16 institutions offering orientation courses. The titles most often given are, How to Study, Freshman Lectures, and Use of Library.

4. Slightly more than 80 per cent of the 16 institutions offering orientation courses report that they are successful. Six institutions of the original 50 report that courses have been introduced and later discontinued.

5. Twenty-four of the 50 institutions, or 48 per cent, offer survey courses. The range in the number is from 1 to 7 with a median of 2. In 6 institutions freshmen are required to pursue one survey course; in 3, more than one; in 15 the courses are elective.

6. Survey courses are offered in 13 departments: social science, natural science, literature, art, education, music, religion, mathematics, home economics, library science, engineering, vocations, and humanities. The first two with frequencies of 17 and 11 respectively are decidedly the departments in which survey courses are most generally offered.

7. Twenty-one institutions, or approximately 88 per cent of the 24 offering survey courses report that they are successful. Only three institutions report their introduction and later discontinuance.

CHAPTER V

FRESHMAN GUIDANCE

The purpose of this chapter is to present the main features of the programs for the individual guidance of college freshmen in fifty colleges and universities located in Mid-Western states. Primary attention will be given to the organization and administration of student personnel work. A few specific programs are described in some detail in the closing paragraphs of the chapter.

With the coming of students in great numbers to the colleges and universities, it became apparent that some systematic scheme was needed to further faculty-student relationships. A situation was developing in which the individual student was being lost from sight. In response to the felt need, measures were taken, at first in the large universities, leading to a better method of coping with the problems of student personnel. Programs for the guidance of students were evolved and are being evolved in all types of institutions of higher learning. Although students have received individual guidance from college officials and faculty members since the opening day of Harvard, nevertheless, the movement has had a distinct revival of impetus during the past decade. Provisions for carrying on student personnel work are still in the formative period. As a result, each institution which undertakes a systematic personnel program has certain features peculiar to its situation.

Paterson²⁶ traces the growth of the organization for student counseling in the Junior College of the University of Minnesota from a committee of three special advisers appointed in 1923 until it became the Committee of Faculty Counselors composed of thirty-one members in 1925. He states that the aims of counseling are, first, to bring about a more harmonious adjustment of individual students to the opportunities available within and without the university; and second, to establish a friendly and constructive personal relationship between individual members of the faculty and students desiring such contact.

At Northwestern University the office of personnel has developed since 1922 to a position in which its relationships with the other divisions of the university are entirely on a mutually cooperative basis.

The literature on the subject of personnel work has been very voluminous in recent years. During the summer of 1928, Robinson²⁷ and others prepared an annotated bibliography on the subject of personnel service in colleges and universities. No reference was cited which antedated 1918. Their report contains 231 distinct references. This indicates the frequency with which the subject has been discussed in books and magazines.

26. Paterson, Donald G., *A Program for Student Counselling, Problems of College Education*, University of Minnesota Press, 1928, pp. 265-286.

27. Robinson, R. R., et al., *Personnel Service in Colleges and Universities*, (Bibliography), University of Chicago, Mimeograph copy, Summer 1928.

With the improvement of personnel methods, the refining of techniques, and the coming of better trained personnel workers, it is conceivable that faculty-student relationships may be quite as personal in the large university as in the small college.

The smaller colleges have felt the need for an improved method of counseling students. Jones²⁸ reports a project in student personnel service at Graceland College, a junior college with an enrollment of approximately 250. While he carried out the project with considerable care it is not essentially different in method and purpose from the personnel work in many small colleges.

By constant use the personnel worker has popularized certain words and terms and has caused them to become an integral part of his nomenclature. Reference is made to such terms as director of personnel, counselor, psychiatrist, psychoanalyst, mental hygiene, guidance, and maladjustment.

It was suggested above that the organization and administration of personnel work varies greatly with different institutions. In one situation the personnel worker may be an administrator. In addition to counseling students his duty is to integrate the various fragments of personnel work in the institution. Again the student counselor may work independently among students and perform no integrating function. In other institutions special faculty committees have been entrusted with the direction of the personnel work. Still another method has been to assign additional duties and responsibilities to already existing officials and committees.

The immediate interest here is in the provision for individual guidance for freshmen in the typical colleges and universities located in Mid-Western states.

PERSONNEL OFFICER

The information blank which was sent to each of the fifty institutions asked the question, "Does your institution employ a personnel officer?" The replies to this question are presented in Table 38.

TABLE 38.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "DOES YOUR INSTITUTION EMPLOY A PERSONNEL OFFICER?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	2	3	1	0	3	9
No-----	8	5	7	8	5	33
No Reply--	0	2	2	2	2	8

28. Jones, Lonzo, A Project in Student Personnel Service at the College Level, *School and Society*, Vol. XXVIII, No. 729, December 15, 1928, pp. 765-768.

The question is answered affirmatively by 3 private and municipal universities, 3 junior colleges, 2 state universities, and 1 private college. A consideration of the 50 institutions collectively shows that only 9, or 18 per cent, have replied affirmatively. The distribution of the replies among the five different types of institutions indicates a rather uniform action. If the institutions included herein may be considered typical, the data point clearly to the fact that the employment of a full time personnel officer is not the general practice in colleges and universities located in the Mid-Western states.

DIRECTOR OF FRESHMAN GUIDANCE

Of the 9 institutions which employ a personnel officer, 5 report that the guidance program for freshmen is under his direction. The personnel service for freshmen is directed by various officials and groups. The question was asked, "If the personnel officer does not direct the personnel service for freshmen, who does?" Thirteen different officials and groups were reported by the thirty-one institutions replying on this point. The names and frequencies of those designated are shown in Table 39.

TABLE 39.—OFFICIALS AND GROUPS DIRECTING THE PERSONNEL WORK IN THIRTY-ONE INSTITUTIONS

Officials and Groups	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Academic Dean.....	1	2	3	1	3	10
Dean of Women.....	1	0	0	3	1	5
Dean of Men.....	1	1	0	2	0	4
Chairman of Advisers.....	1	1	0	0	0	2
Professor of Psychology.....	1	0	0	1	0	2
Director of Freshman Studies.....	0	0	0	1	0	1
Director, Bureau of Guidance.....	1	0	0	0	0	1
Personnel Board.....	0	0	0	0	1	1
Professor of Sociology.....	0	0	1	0	0	1
President and Dean.....	0	0	1	0	0	1
Associate Dean.....	1	0	0	0	0	1
Head of Department of Education.....	0	0	1	0	0	1
Registrar.....	0	1	0	0	0	1

The academic dean directs the personnel service for freshmen more often than any other officer or group. Ten institutions name him as the director. Others named are dean of women, by 5; dean of men, by 4; chairman of advisers and professor of psychology, each by 2. The following are designated

one time each: director of freshman studies, director of bureau of guidance, personnel board, professor of sociology, president and dean, associate dean, head of department of education, and registrar.

The respondents were requested to indicate the officials who assist in the guidance program for freshmen. The replies indicate that this work is shared by many officials and agencies. The names and frequencies of the assistants are shown in Table 40.

TABLE 40.—OFFICIALS AND GROUPS WHO ASSIST IN THE GUIDANCE PROGRAM FOR FRESHMEN IN FIFTY INSTITUTIONS

Officials and Groups	State Univer- sities	Private and Mu- nicipal Univer- sities	Private Colleges	State Teach- ers Colleges	Junior Colleges	Total
Dean of Women.....	9	6	7	9	7	38
Academic Dean.....	10	6	8	5	7	36
Registrar.....	6	3	4	5	5	23
Dean of Men.....	9	3	1	6	1	20
Health Officer.....	5	4	2	2	5	18
Psychiatrist.....	3	3	0	0	1	7
Religious Work Secretary.....	2	4	0	1	0	7
Director of Admissions.....	3	2	0	1	0	6
Committee on Vocational Coun- sel.....	1	0	2	1	1	5
Alumni Secretary.....	0	0	0	2	1	3
Secretary of Student Organiza- tions.....	1	1	1	0	0	3
Committee on Classification.....	0	1	0	0	0	1
Heads of Academic Departments	0	0	0	1	0	1
Dean of Students.....	0	1	0	0	0	1
Director of Freshman Studies.....	0	0	0	1	0	1
Personnel Director.....	0	0	0	0	1	1
Dean of Permissions.....	0	0	0	0	1	1

It may be observed at a glance that the dean of women and the academic dean are assistants in the guidance program for freshmen more often than other officials. The former is named by 38 institutions and the latter by 36. Other officials named by slightly less than half of the institutions are registrar, health officer, and dean of men, reported by 23, 20, and 18, respectively. The following officials and groups are reported: psychiatrist and religious work secretary, each 7 times; director of admissions, 6; committee on vocational counsel, 5; alumni secretary, 3; secretary of student organizations, 3; committee on classification, heads of academic departments, dean of students,

director of freshman studies, personnel director, and dean of permissions, each 1 time.

FACULTY ADVISERS

Faculty advisers for freshmen are in general use by the fifty institutions. The data supplied in response to the question, "Do you have a faculty adviser program for freshmen?" are presented in Table 41.

TABLE 41.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "DO YOU HAVE A FACULTY ADVISER PROGRAM FOR FRESHMEN?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	8	8	8	7	5	36
No-----	1	0	1	3	3	8
No Reply--	1	2	1	0	2	6

The fact that 8 state universities, 8 private and municipal universities, 8 private colleges, 7 state teachers colleges, and 5 junior colleges answer affirmatively indicates the uniformity of its adoption. Thirty-six of the 50 institutions, or 72 per cent, sponsor a faculty adviser program for freshmen.

The faculty adviser plan of counseling students is a practice of long standing. It has often received adverse criticism. Doermann²⁹ states that the ineffectiveness of the plan is due to the inability of the average faculty member to perform the duties of counselor. It is his conviction that skill in advising students is not a by-product of scholarship and teaching. Dean Puckett of Central College, Fayette, Missouri, says, "This plan did not work in our institution. Conferences became very infrequent or were discontinued entirely. They became formal and failed to supply either stimulation or guidance." He refers to a scheme wherein an equal number of students are parceled out to each faculty member.

Notwithstanding the many criticisms, these data show that the faculty adviser plan is still the most generally used method of guidance.

DISTRIBUTION OF STUDENTS AMONG ADVISERS

Various methods are employed in the distribution of students among the faculty advisers. In most general use is the one in which the academic dean assigns the student to the adviser. This method is reported by 20 of the 36 institutions which sponsor a guidance program for freshmen. Five institutions

29. Doermann, Henry J., *The Orientation of College Freshmen*, Williams and Wilkins, 1926, p. 82.

report that the students are allowed to select the adviser. Four report a combination method wherein the student expresses a preference and the dean takes it into account in so far as numbers will permit. In one instance the distribution is made by the faculty members. In another the selection of any particular curriculum automatically assigns the student to a certain adviser.

In more than half of the institutions the student selects or is assigned to an adviser during the first week. Twenty-one of the 36 adopt this method. This seems to be desirable especially in institutions where the assignment is made without any expression of preference from the student. The adviser will have an opportunity to establish a personal contact during Freshman Week. In 10 institutions selection or assignment is not made until later in the semester. The advantage of this method is that the student who is given an opportunity to express a preference may have more time to become better acquainted with the possible advisers. Two institutions assign the students before entrance, and one at the time of entrance.

The matter of selecting or appointing the advisers is one of no small concern, especially from the viewpoint of the college administrator. Who should be selected as advisers? Whose responsibility is it to name the advisers? Should they be given some form of training for their work after they have been selected? All of these are practical questions with the administration.

Information concerning the selection of advisers was supplied by 29 of the 36 institutions using the faculty adviser method. These data are presented in Table 42.

TABLE 42.—NAME AND FREQUENCY OF COLLEGE OFFICIALS AND GROUPS WHO SELECT THE FACULTY ADVISERS IN TWENTY-NINE INSTITUTIONS

Officials or Groups	State Univer- sities	Private and Mu- nicipal Univer- sities	Private Colleges	State Teach- ers Colleges	Junior Colleges	Total
Academic Dean-----	5	7	3	1	2	18
Faculty-----	1	0	1	1	1	4
President-----	0	0	1	2	0	3
President and Dean-----	0	0	2	0	0	2
Director of Freshman Week-----	1	0	0	0	0	1
Chancellor-----	0	1	0	0	0	1

In 18 institutions the selection is made by the academic dean. He therefore fulfills this function more often than all of the other agencies of the college combined. The faculty appoints the advisers in 4 institutions. Advisers

are selected by the president in 3 institutions and by cooperative action of the president and dean in the case of two others. The chancellor and director of Freshman Week is each reported by one institution.

It is not the general practice to select only faculty members who volunteer their services as advisers. Seventeen of the 24 reporting on this point report that any member of the faculty may be selected. In 7, however, only faculty members who volunteer are subject to appointment.

Less than one-third of the institutions provide any form of special training for the members who are to serve as advisers. Almost everyone who ventures to write on the subject of student guidance stresses the importance of special training of those who conduct the work. Only 10 of the 36 college and universities report this practice.

FIELDS IN WHICH STUDENTS MAY RECEIVE GUIDANCE

In what areas of student experience may the freshman receive guidance? This question was included in the information blank and introduces many other questions, as for example, In what areas should the adviser attempt to advise the student? Is the faculty member qualified to dispense advice in other than the academic field? When is the student counselor encroaching upon a parent-student relationship? When should the student be referred to his minister?—his physician?—the psychologist? It is without the province of this study to attempt to answer the foregoing questions.

The respondents were requested to indicate the areas in which the student may receive guidance. The information received on this point is presented in Table 43.

TABLE 43.—AREAS OF STUDENT'S EXPERIENCES IN WHICH HE MAY RECEIVE GUIDANCE IN FIFTY INSTITUTIONS

Area	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Academic.....	8	8	8	8	7	39
Social.....	6	6	7	7	6	32
Health.....	6	7	8	6	5	32
Extra-curricular.....	5	5	7	8	6	31
Moral.....	5	6	6	6	4	27
Faculty Relations.....	4	3	6	5	6	24
Financial.....	4	4	6	5	4	23
Religious.....	4	5	7	4	3	23
Vocational.....	3	3	6	3	5	20
Home Relations.....	4	3	5	2	3	17
Fraternities.....	4	5	3	4	0	16

These data indicate that provision is made for individual guidance in the academic area more often than in any other. More than 50 per cent of the institutions provide opportunities for students to receive advice in five different areas. They are academic, social, health, extra-curricular, and moral, and are reported by 39, 32, 32, 31, and 27 institutions respectively. Six other areas are named as follows: faculty relations by 24, financial and religious each by 23, vocational by 20, home relations by 17, and fraternities by 16. The significance of these data appears to be in the fact that institutions recognize their responsibilities toward students beyond the borders of the academic field.

PERSONAL INTERVIEWS

Personal interviews are scheduled as a part of the Freshman Week program by 20 of the 32 institutions observing it. Thirty of the same institutions arrange a definite schedule for conferences throughout the remainder of the year. The commendable thing about a scheduled conference is that it is held. A definite time and place is arranged and the counselor and counselee understand that each is expected to be there. Twenty-three institutions provide throughout the year for conferences which are initiated by freshmen. Tabular data relative to interviews are presented in Appendix E.

COORDINATION OF AGENCIES

One of the most difficult aspects of student personnel work is the proper coordination of all forces involved. There is always need for the coordinator who can eliminate duplication of effort, needless antagonism, and can bring about concerted effort.

Bragdon,³⁰ in the closing chapter of her excellent book on the subject of counseling the college student, points out the urgent need for the coordination of all agencies working in behalf of the welfare and development of the individual college student. She states:

"The necessity for such coordination is quite obviously agreed upon by all who have studied the situation. The disagreement is concerning the angle of approach from which this coordination shall be made. The possible injury to the whole enterprise is in the conflicting efforts of several fields of specialization to hold the reins of coordination."

CUMULATIVE RECORDS IN SINGLE OFFICE

The proper coordination of the different factors of the personnel service suggests a coordinator and a central office. One of the greatest components of this office should be obviously a complete set of student records. This

30. Bragdon, Helen D., *Counseling the College Student*, Harvard University Press, 1929, pp. 128-129

office could then serve as a clearing desk for administrators, advisers, and faculty members.

In the information blank the question was asked, "Is the cumulative information pertaining to freshmen brought together in a single office?" The replies to this question are presented in Table 44.

TABLE 44.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "IS THE CUMULATIVE INFORMATION PERTAINING TO FRESHMEN BROUGHT TOGETHER IN A SINGLE OFFICE?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes.....	4	5	7	9	7	32
No.....	5	3	0	1	1	10
No reply---	1	2	3	0	2	8

The data indicate that the larger the enrollment the more difficult it is to bring all information together. Only four of the state universities report this practice, as do five of the private and municipal universities. In the colleges the practice is reported by 9 state teachers colleges, and by 7 each of the private colleges and junior colleges.

While the information is more often placed under the control of the academic dean than any other official, still it is found that ten different officials are reported by the fifty institutions. These data are shown in Table 45.

TABLE 45.—NAME AND FREQUENCY OF OFFICIAL IN CHARGE OF CUMULATIVE INFORMATION PERTAINING TO STUDENTS IN THE THIRTY-TWO INSTITUTIONS WHICH EMPLOY THIS PRACTICE

Officials	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Academic Dean.....	1	2	4	1	5	13
Registrar.....	1	1	2	3	1	8
Director, Bureau of Research...	0	0	0	3	0	3
Personnel Officer.....	0	1	0	0	1	2
Chairman of Counselors.....	1	0	0	0	0	1
Junior Dean in Each College....	1	0	0	0	0	1
Director of Freshman Studies...	0	0	0	1	0	1
Director, Bureau of Measurement	0	0	0	1	0	1
Dean of Men.....	0	1	0	0	0	1
President and Dean.....	0	0	1	0	0	1

By observing Table 45 it is seen that the academic dean, registrar, director of bureau of research, and president, are in charge of this information in 13, 8, 3, and 2 institutions respectively. Each of the following officers is named by one institution: chairman of counselors, junior dean in each college, director of freshman studies, director of bureau of measurement, dean of men, combination of president and dean.

ESTIMATED EFFECTIVENESS OF FRESHMAN GUIDANCE PROGRAM

How successful is the program for the guidance of freshmen? This question is one that deserves consideration. No definite technique for objectively evaluating the program has been evolved. The general attitude toward it is reflected by the opinions of college and university officials. In Table 46 is shown a classification of the replies from fifty institutions to the question, "Is your freshman guidance program satisfactory?"

TABLE 46.—REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "IS YOUR FRESHMAN GUIDANCE PROGRAM SATISFACTORY?"

Replies	State Uni- versities	Private and Municipal Uni- versities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	2	3	3	3	3	14
Not entirely	4	1	2	2	2	11
No-----	2	3	4	4	2	15
No reply---	2	3	1	1	3	10

Only two of the state universities give an unconditional affirmative answer. Three of each of the other types answer *Yes* to the question. A consideration of the five types of schools collectively shows that only 14 of the 50 institutions, or 28 per cent have replied in the affirmative. Fifteen institutions reply in the negative, and 11 others report that the programs are not entirely satisfactory. These data seem to indicate that more than 50 per cent of the colleges and universities feel that their programs for freshman guidance are inadequate.

SPECIFIC GUIDANCE PROGRAMS

A number of institutions have given a great amount of time and effort to the development of an organization for carrying on student personnel work.

At Ohio State University the personnel work is an integral part of the general administrative and supervisory program. A junior dean has been

employed in each of the five colleges admitting freshmen. President Rightmire³¹ describes the personnel function of the junior deans as follows:

"Particularly, each junior dean confers with each Freshman in his college, tries to become acquainted with him, to give him sympathetic hearings and counsel, to discuss with him his scholastic difficulties, and advise him about appropriate methods and procedures. If possible the junior dean learns something about his collateral activities and his life as a student out of the classroom and the laboratory and, in general, becomes acquainted with him to such extent that the student will feel free to come to him again for friendly counsel. The junior dean will find this an excellent opportunity to impress the Freshman with the truth that all education is self-education, and will counsel him in taking advantage of the offerings of the University to that end."

In addition, freshmen are assigned to carefully selected faculty advisers who are given special training. No adviser is assigned more than twenty-five students. He assists the student during Freshman Week, especially in the matter of selecting a curriculum and in the matter of registration. A definite part of his obligation as adviser is to arrange a "friendly interview" of at least fifteen minutes each semester. These interviews are intended to break down reserve and build up mutual understanding. The junior deans hold periodical meetings for the purpose of exchanging experiences and clearing up cases which may concern more than one college.

At Northwestern University a distinct department of personnel has been built up.* It is in charge of a director assisted by about eight staff members. The personnel service for the entire university is conducted through this office. The concern here is with the part of the program which has to do with freshmen. During Freshman Week each freshman is assigned to one of a group of special faculty advisers. The student is required to submit his choice of studies for each semester to his adviser and obtain his approval. This relationship is almost entirely academic.

Each freshman is also introduced to an upper-class group leader upon his arrival for Freshman Week. The upper-class leaders are juniors or seniors who have been selected the previous year. They are chosen on the basis of their leadership and dependability as exemplified during their first and second year in college. They are given training in methods of counseling students. Not more than ten freshmen are assigned to one group leader. Throughout Freshman Week the group leader acts as a personal adviser to the ten freshmen. At least one private interview is held during the week. Within the first two or three weeks of school another personal interview is arranged. If the student appears to be having difficulty a lunch or dinner engagement is arranged

31. Rightmire, George W., *The Floundering Freshman*, *Journal of Higher Education*, Vol. I, No. 4, April 1930, p. 189.

*Information gained through personal interviews.

by the group leader. This provides an opportunity for a friendly personal visit. If the leader feels that help is needed on a particular case, an interview is arranged between the student and a member of the personnel staff. If he feels that further advice is needed, the case may be referred to the physician or the psychiatrist.

The practice of using upper-class students as interviewers and advisers is new at Northwestern. Director Howard asserts that the plan thus far has proved satisfactory. He continues by saying that he has no tangible or objective evidence by which he can measure the effectiveness of the work in his department, but he feels certain that if there were no department of personnel there would be an appreciable increase in the percentage of failure, student mortality, and maladjustment.

A very complete program for counseling students during Freshman Week has been developed at the University of Wisconsin.* It is the conviction of the Freshman Period Committee that the individual conference for every freshman with a member of the faculty is the most valuable feature of the program. Each faculty counselor is provided with one student assistant. The counselor has as his equipment and materials to assist him in his work (1) a copy of the booklet entitled, "Information for Faculty Counselors and Student Assistants," (2) the completed admission blanks of the students assigned to him, and (3) the student's percentile rank made available through a scholastic aptitude testing program conducted the preceding May.

Each freshman is scheduled for an individual conference of at least thirty minutes. During this conference such topics may be discussed as, scholastic standards and values, a contrast between the situation in the secondary school and the university, budgeting time, extra-curricular activities, fraternity and sorority adjustments, rooming conditions, companionship and friendship, and any other topics which the counselee may introduce. A definite effort is made to convince the freshman that the university is a human institution and that the problems of the individual student will receive sympathetic consideration.

Before the interview the counselor studies the information which has been provided concerning each student and makes notations which may assist him in advising the student. At the conclusion of the interview the "recommending card" is completed and signed by the counselor. This card carries any definite recommendation which he may care to make and is presented to the counselee's adviser at the time of registration.

Student assistants are provided with a copy of the freshman handbook, a copy of the Freshman Period time table, and a copy of the booklet, "Information for Faculty Counselors and Student Assistants." It is their duty to create a spirit of friendliness and helpfulness. They attend various group

*Information supplied through pamphlets and correspondence.

meetings and act as guides to the freshmen. They are designated by badges. The student assistant may be called in by the counselor to whom he is attached for the purpose of presenting the undergraduate's viewpoint to a freshman during the individual conference.

The program has been worked out with extreme care. Each freshman is provided with a coupon book which includes coupons for each required and optional activity of the Freshman Period. The time and place of each event is indicated on the coupon. The student presents the appropriate ticket at each activity. Each ticket bears the student's name. It is checked through the office, thus obviating the annoyance of repeated roll calls at the various required activities. The university officials in charge report that this plan is quite successful and has met with the approval of the Freshman Period Committee.

At Lindenwood College, with a freshman class of approximately 250 students, the personnel service for freshmen is directed jointly by the academic dean and the professor of sociology.* The plan provides for a personal interview between each member of the freshman class and one or the other of the personnel workers during each semester. A card is mailed to the student inviting her to the interview and designating the time and place. A period of at least thirty minutes is provided. Any topics, academic, social, financial, or otherwise, may be discussed. One unique feature in the program is that at the end of the semester the counselors exchange groups. The plan is reported to be satisfactory.

Should the personnel service for freshmen be somewhat divorced from the academic work and conducted by a special group of workers, or should it be made an integral part of the academic program conducted by the academic officials and teachers? This is a much mooted question. The general practice with the colleges and universities located in the Mid-Western states, assuming the fifty institutions are typical, is to carry on the guidance program in conjunction with the academic work, using faculty members as advisers.

To attempt to name the best method of conducting freshman personnel service is futile. There is no best method. Different college situations present different personnel problems. It is unreasonable to suppose that a stereotyped program may be formulated or evolved which will be adequate to the needs of any student body. However, the evidence presented in this chapter seems to warrant an equally emphatic statement that each institution has need for a well formulated plan of guidance for freshmen.

SUMMARY

1. Only nine of the fifty institutions included herein, or 18 per cent, employ a personnel officer. He directs the freshman guidance program in only 5 institutions.

*Information supplied through personal interviews.

2. The academic dean more often directs the personnel service for freshmen than any other single college official, although 13 different officers are reported as directing the work among the fifty institutions.

3. Eighteen different officials and groups assist in the guidance for freshmen. The dean of women, academic dean, registrar, dean of men, and health officer, are named most frequently.

4. Seventy-two per cent of the institutions report an organized faculty adviser program.

5. In general the academic dean assigns the freshmen to the adviser during the first week. This is the practice in more than 50 per cent of the institutions.

6. The faculty advisers are selected by the academic dean in 50 per cent of the institutions. They are selected in the others by either the faculty president, director of Freshman Week, or chancellor. Less than one third of the institutions provide special training for advisers.

7. Provisions are made for students to receive counsel in the following areas of their experiences: academic, social, health, extra-curricular, moral, faculty relations, financial, religious, vocational, home relations, and fraternities. The first five are reported by more than 50 per cent of the respondents.

8. More than 50 per cent of the institutions report the practice of scheduling freshman-adviser interviews during Freshman Week, and approximately 85 per cent schedule conferences throughout the year. Arrangements are made for interviews initiated by freshmen in more than 50 per cent of the colleges and universities employing freshman advisers.

9. The cumulative information concerning freshmen is brought together in a single office by 32 of the 50 colleges and universities, or 64 per cent. This information is usually under the control of either the academic dean or the registrar.

10. Only 28 of the respondents report that their programs are satisfactory. More than 50 per cent report that their programs are only partly satisfactory or unsatisfactory.

CHAPTER VI

STUDENT REACTION TO THE ADAPTING PROCESS

The purpose of this chapter is to set forth the reactions of a few selected freshmen to the inductive and adaptive procedures employed by their respective institutions.

A departure from the usual method has been made in obtaining the data presented concerning freshman reaction. It was decided that since the function of this chapter is descriptive rather than argumentative, the sheer force of numbers would not add to the significance of the report. It was thought that a few statements from a limited number of capable and interested students would be of more value to the study than from a large number of students promiscuously chosen.

STUDENTS REPORTING

In April a personal letter was written to the president of the freshman class in each of the fifty institutions listed in Chapter I. The letter explained the general nature of the study which was being conducted and informed the recipient that one chapter was to be devoted to a consideration of the reaction of college freshmen to the adapting process. Enclosed with the letter were four copies of a one-page information blank. A copy of the blank is in Appendix F. The class president was asked to complete one of the information sheets and to submit one to each of three of his classmates for completion.

It will be observed that the ratio of class presidents to other freshmen is approximately one to three. The one chosen president of the freshman class has usually exemplified more than usual ability as a leader among his fellows. Furthermore, by nature of his position he is able to observe the reaction of his classmates to the various phases of their induction to college. For these reasons his opinion should be more significant than that of the average freshman.

Sixty completed information sheets were returned by freshmen representing the five types of institutions.

The information blank was formulated with the view to bring out students' reactions to the large phases of the induction and adaptation programs presented in the preceding chapters, i. e., before the student enters, Freshman Week, orientation and survey courses, and freshman guidance.

ANTICIPATED COLLEGE PROBLEMS

Each one was requested to indicate the areas in student experience to which he had looked forward with concern before coming to college. He was asked to designate those in which he anticipated problems and the extent of

his anxiety concerning each. The replies from sixty students on this point are shown in Table 47.

TABLE 47.—AREAS IN STUDENT EXPERIENCES IN WHICH PROBLEMS WERE ANTICIPATED AND THE EXTENT OF CONCERN REPORTED BY SIXTY FRESHMEN

Areas	Number of Students Reporting	Extent of Concern		
		Much	Some	Little
Academic.....	48	22	22	4
Financial.....	38	19	11	8
Social.....	35	9	16	10
Health.....	22	2	7	13
Religious.....	22	1	14	7

Forty-eight of the 60 students, or 80 per cent, report that they were concerned with anticipated academic problems before entrance to college, 38 with financial, 35 with social, 22 with health, and 22 with religious.

The facts disclosed by these data are not highly significant, as the reactions expressed do not appear unusual. They do call to mind, however, that prospective students are concerned with many problems other than academic, in such proportions as to warrant consideration.

SOURCES OF HELPFUL INFORMATION

The information blank contained as the second question, "From what sources did you receive helpful information before your entrance to college?" Each student was requested to check the source and indicate the extent. The replies to this question are shown in Table 48.

TABLE 48.—SOURCES OF HELPFUL PRE-COLLEGE INFORMATION AND EXTENT OF HELP REPORTED BY SIXTY FRESHMEN

Source of Information	Number of Students Reporting	Extent of Help		
		Much	Some	Little
College or University Students.....	45	23	15	7
Catalog and Published Materials.....	41	13	18	10
High School Teachers and Officials.....	36	17	14	5
Personal Visit to the Institution.....	29	13	8	8
Representatives of the College.....	25	2	11	12

Table 48 indicates the rather surprising fact that freshmen report college or university students as the source of helpful information more often than any other source. Forty-five indicate this source; 41, catalog and published materials; 36, high school teachers or officials; 29, personal visit to the institution; and 25, representatives of the college.

These data indicate that a part of the pre-college program is carried on through the college and university students. It would seem that a guidance program for prospective freshmen which failed to take the college or university student into account would be overlooking one of its potentialities.

REACTIONS TO FRESHMAN WEEK

In an attempt to obtain the reaction of freshmen to Freshman Week, two devices were employed. Four groups of words were arranged. The student was asked to indicate the word which best expressed one of his reactions. The group of words and the frequency with which they were reported are shown in Table 49.

TABLE 49.—REPORTED REACTIONS OF FIFTY-FIVE FRESHMEN TO FRESHMAN WEEK

Group of Words	Number of Students Reporting	Per Cent
Clarified.....	18	32.7
Mystified.....	21	38.2
Unaffected.....	16	29.1
Total.....	55	100.0
Inspired.....	34	61.8
Depressed.....	7	12.7
Unaffected.....	14	25.5
Total.....	55	100.0
Pleased.....	44	80.0
Annoyed.....	8	14.5
Unaffected.....	3	5.5
Total.....	55	100.0
Interested.....	50	90.9
Bored.....	4	7.3
Unaffected.....	1	1.8
Total.....	55	100.0

An inspection of Table 49 shows that slightly more students were mystified than clarified, with almost as many unaffected in this respect. The program was inspirational to 61.8 per cent, and depressing to 12.7 per cent. Eighty per cent reported that they were pleased, whereas 14.5 per cent were annoyed. Interest in the program was expressed by 90.9 per cent, while 7.3 per cent reported that they were bored.

These data are based on the reported reaction of fifty-five freshmen who have been in colleges slightly more than eight months. Approximately one fourth of them are class presidents. The reports from these students indicate the following general reactions to the Freshman Week program: It is neither decidedly clarifying or mystifying, it is inspiring, pleasing, and interesting.

Each freshman was requested to make two statements which would express (1) the most helpful feature, (2) the most objectionable feature of Freshman Week. A list of the most helpful features, as reported, follows.

Statement of College and University Freshmen as to What They
Consider the Most Helpful Feature of Freshman Week

"The habit formed to show respect toward faculty."

"I realized that older students were eager to help freshmen in their problems."

"The Big Sister dance."

"Lectures made by professors."

"I realized how little I knew, then I began to be helped."

"Meeting the professors and students."

"Freshman mixer"

"Rushing."

"To make one forget homesickness."

"Help given me by friendly upper classmen."

"School literature."

"Helped most by upperclassmen."

"Freshman mixer."

"All freshman party."

"Big Sister."

"All school mixer."

"Keeping fraternity 'rushers' off campus."

"Gave good idea of college life."

"Big sister movement."

"Acquainted me with routine of college life."

"Made students acquainted with the college."

"Taught me to be a good sport, stand on my own feet, and helped me get acquainted."

"You learn to know the characteristics of your classmates better."

"Big Sister movement."

- "The fact that I was 'getting a big kick' out of Freshman Week."
 "Meeting of fellow students."
 "Meeting new friends."
 "Big Sister movement."
 "Freshman friendships."
 "Division of class into small units directed by one teacher."
 "Guidance of freshman group advisers."
 "Big Sister movement."
 "Helps one to become acquainted and acclimated to surroundings."
 "Freshman mixer party."
 "Group advisers."
 "Big Sister movement."
 "Lessened feeling of restraint."
 "Y. W. reception."
 "Freshman registration day."
 "Upper classmen."
 "The special registration day for freshmen."
 "The help rendered by the fraternity."
 "A senior."
 "The friends I knew."
 "Friendships."
 "Adjustment through activity representatives."
 "Activity assembly."
 "Convocation speech by president."

In Table 50 an attempt is made to classify the statements by forty-eight freshmen of the most helpful feature of Freshman Week. The replies appear under fifteen headings and fail to show any marked degree of agreement.

TABLE 50.—STATEMENTS BY FORTY-EIGHT FRESHMEN OF THE MOST HELPFUL FEATURE OF FRESHMAN WEEK CLASSIFIED UNDER FIFTEEN HEADINGS

Most Helpful Feature	Number	Per Cent
Making Acquaintances and Friends.....	8	16.6
A Particular Social Event.....	7	14.5
Big Sister Program.....	6	12.5
Help of Upper Classmen.....	5	10.5
A Particular Phase of Personal Adjustment.....	5	10.5
Adjustment to College Life.....	4	8.3
Guidance of Group Advisers and Representatives.....	4	8.3
Freshman Registration Day.....	2	4.1
Help of Fraternity.....	1	2.1
Faculty Lectures.....	1	2.1
President's Convocation Speech.....	1	2.1
Activity Assembly.....	1	2.1
School Literature.....	1	2.1
Rushing.....	1	2.1
No Fraternity Rushing.....	1	2.1
Total.....	48	100.0

An inspection of Table 50 shows that the making of acquaintances and friends, with a frequency of 8, is stated most often. This is followed closely by: a particular social event, Big Sister program, help of upper classmen, a particular phase of personal adjustment, adjustment to college life, and guidance of group advisers and representatives, with frequencies of 7, 6, 5, 5, 4, and 4, respectively.

The statements of the most objectionable features of Freshman Week now follow.

Statements of College and University Freshmen as to What They

Consider the Most Objectionable Feature of Freshman Week

- "The 'rough' importance of upper classmen."
- "The unnecessary 'red tape' of registration."
- "The disorderly beginning of everything: registration and matriculation."
- "The stupidity of wearing green hair ribbons."
- "Taking preliminary tests, etc., should not be done during Freshman Week."
- "Placement and intelligence tests."
- "Not enough freshmen attended."
- "Intelligence and placement tests."
- "The great change from high school."
- "Difficulty in outlining a course of study."
- "Tests."
- "Probably was little too lengthy for some."
- "Intelligence tests."
- "Crowded too much in small amount of time."
- "Things were not made clear enough."
- "Needless mentality tests."
- "Some sophomores did not try to help freshmen but were poor sportsmen and disagreeable."
- "Some things carried to extreme."
- "Sophomores who adopted wrong attitude and policy."
- "Comprehensive tests while tired."
- "Lack of faculty advice during this period."
- "Gripping seniors."
- "Partial appliance of rules."
- "Rushing from one thing to another."
- "Lack of personal interest on part of faculty."
- "Too many useless assemblies."
- "Lack of cooperation among officials."
- "Intelligence test."
- "Traditions."
- "Gripy seniors."

"Finding classes."

"Inadequate arrangements for individuals to become accustomed to and acquainted with college officials."

"Lonesomeness."

"No special 'get-together' until school is in full swing."

"My groping for adjustment."

"The perplexities of registering."

"Too strenuous socially and otherwise."

"Registration."

"Unfriendly attitudes."

"Donning of freshman cap."

An attempt to group statements under large headings fails to show any pronounced agreement as to the most objectionable features of Freshman Week. This classification is shown in Table 51.

TABLE 51.—STATEMENTS BY FORTY FRESHMEN OF THE MOST OBJECTIONABLE FEATURES OF FRESHMAN WEEK GROUPED UNDER SEVENTEEN HEADINGS

Most Objectionable Feature	Number	Per Cent
Tests.....	8	20
Registration.....	5	13
Attitude of Upper Classmen.....	5	13
Strenuousness of Program.....	4	10
Appliance of Freshman Rules.....	3	7.5
Lack of Faculty Contact, Interest, or Advice.....	3	7.5
Too Lengthy.....	1	2.5
Poor Attendance.....	1	2.5
Lack of Cooperation among Officials.....	1	2.5
Lack of Clarity.....	1	2.5
Traditions.....	1	2.5
Change from High School.....	1	2.5
Finding Classes.....	1	2.5
Groping for Adjustment.....	1	2.5
Lonesomeness.....	1	2.5
Unfriendly Attitudes.....	1	2.5
Some Things Carried to Extreme.....	1	2.5
No Special "Get-together".....	1	2.5
Total.....	40	100.0

By referring to Table 51 it will be seen that the 40 statements apparently can be grouped under no less than 17 headings. Those with highest frequency are: tests, registration, attitude of upper classmen, strenuousness of program, appliance of freshman rules, and lack of faculty contact, interest or advice, with frequencies of 8, 5, 5, 4, 3, and 3, respectively.

Only 16 of the 60 students have taken an orientation course. Seven consider the course beneficial, while an equal number state that it has not proved beneficial. Two report it fairly so.

REACTIONS TO THE COUNSELLING PROGRAMS

In reply to the question, "Do you feel that your initiative and freedom have been restrained unnecessarily since becoming a freshman?" only 8 answer in the affirmative. The restraining factors named are: restrictions and rules, by 2; each of the following by one student: strict curriculum, hard course, light bells, house mother, superior attitude of upper classmen, no smoking or dancing.

The question was asked, "Have you wished for counsel and advice during the year which you did not receive?" Fifteen of the sixty, or 25 per cent, answer *Yes*.

The arrangement for the guidance of freshmen is considered satisfactory by a majority of the sixty students. These data are shown in Table 52.

TABLE 52.—REPLIES OF SIXTY FRESHMEN TO THE QUESTION, "DO YOU CONSIDER ARRANGEMENT FOR FRESHMAN GUIDANCE SATISFACTORY IN YOUR SCHOOL?"

Reply	Number	Per Cent
Yes.....	35	58.4
No.....	17	28.3
Fairly.....	8	13.3

Considered collectively the data appear to indicate a favorable reaction from the sixty freshmen to the various aspects of their induction and adaptation to college.

SUMMARY

1. The area in student experience with which the sixty freshmen were most concerned before coming to college was academic.

2. College and university students are named most frequently as the source from which helpful information is received before the student enters college.

3. Slightly more students are mystified than clarified by Freshman Week. It is reported, however, to be inspirational, pleasing, and interesting, by a large majority of the sixty freshmen. The most frequently reported helpful feature is making acquaintances and friends, whereas the most objectionable feature is tests.

4. Only sixteen of the sixty freshmen have taken orientation courses. Seven report them beneficial, seven not beneficial, and two fairly so.

5. Fifteen freshmen, or 25 per cent, report that they have wished for counsel and guidance during the year which they have not received.

6. Thirty-five of the sixty freshmen, or 58.4 per cent, consider the guidance program for freshmen satisfactory; 17, or 28.3 per cent do not consider it satisfactory; and 8 or 13.3 per cent, consider it fairly so.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND PROPOSALS

It is the aim of this chapter to set forth in summary form the main findings of this investigation, to formulate certain conclusions which the study seems to warrant, and to propose a few related problems for further study.

SUMMARY

1. The data employed throughout in this investigation have been collected from fifty colleges and universities, all with a single exception located in Mid-Western states and having membership with the North Central Association of Colleges and Secondary Schools. Additional data were supplied by sixty selected freshmen representing the five types of institutions.

2. Seventeen of the fifty institutions, or 34 per cent, report that they are required by state law, board of trustees, or otherwise, to admit any applicant who is of good moral character and can fulfill the minimum scholastic requirements. Sixty-four per cent report that admission to such candidates may be denied.

3. Approximately 82 per cent of the institutions carry on the pre-college program through the medium of published materials and correspondence. Only 18 per cent require a personal interview of prospective freshmen. More than 50 per cent of the institutions send a general catalog, a personal letter, and an application blank, in response to the first inquiry by a prospective student.

4. A new type of informational literature is being developed which makes an appeal to the immediate interest of the prospective student.

5. Approximately 76 per cent of the institutions approve the application for admission before the student is assured of acceptance. Less than half of the colleges and universities request any information from high school principals other than the high school transcript. The application for admission blanks range in size from a single card with lines for the name and address of the applicant, to a twelve page document with provision for a large amount of personal information to be supplied by the applicant and the high school principal.

6. Programs are being developed in certain of the state universities for the purpose of bringing about a better selection of students through sane pre-college educational guidance for high school seniors.

7. The present pre-college program is reported to be satisfactory by 28 per cent of the 50 institutions.

8. The suggestion for the improvement of the pre-college program which occurred most frequently had to do with a method of securing more information about freshmen before their entrance to college.

9. Freshman Week has been inaugurated by 32 of the 50 institutions, or 64 per cent. This number includes all of the state universities, 7 private and municipal universities, 5 private colleges, 7 state teachers colleges, and 3 junior colleges.

10. There is a range in the number of days devoted to Freshman Week from 1 to 7, with a median of 3.

11. Freshman Week programs are arranged more often by faculty committees than by any single college official. Twenty institutions report this practice. The dean of the college of arts and science is more often in charge of the administration of the program than any other officer. The activities which are generally incorporated in the program may be classified under five large headings: general and sectional lectures, examinations, social and recreational events, personal interviews, and registration.

12. The administration of examinations is a part of the Freshman Week program in all of the institutions which have inaugurated it. Twenty-six of the 31 administer psychological examinations; 25, English examinations; and 22, physical examinations. Fifteen different kinds of examinations and tests are administered.

13. The reports from the 50 institutions show that 10 different uses are made of test results. The two uses reported most often are, to section students, with a frequency of 28; and to predict college success, with a frequency of 27.

14. The returns from Freshman Week are reported to justify the expenditure by 30 of the 32 institutions in which it has been inaugurated.

15. Orientation courses are offered in 16 of the 50 institutions, or 32 per cent. Of this number, 6 offer more than one course; 11 require all freshmen to pursue one course; 10 allow academic credit for the course.

16. How to Study, Freshman Lectures, and Use of the Library, are the titles under which the courses are most frequently offered. Thirteen distinct titles are reported by the 16 institutions.

17. Slightly more than 80 per cent of the 16 institutions offering orientation courses report them successful. Six institutions of the 50 report that courses have been introduced and later discontinued.

18. Survey courses are offered in 24 of the 50 institutions, or 48 per cent. The range in the number of courses offered is from 1 to 7, with a median of 2. In 6 institutions freshmen are required to pursue one survey course; in 3, more than one; and in 15 the courses are elective.

19. Survey courses are offered in 13 departments: social science, natural science, literature, art, education, music, religion, mathematics, home economics, library science, engineering, vocations, and humanities. They are offered more often in the departments of social science and natural science, in the former by 17 institutions and in the latter by 11.

20. Eighty-eight per cent of the 24 institutions offering survey courses report that they are successful. Only 3 institutions report the introduction and later discontinuance of a course.

21. A director of personnel is employed in 9 of the 50 institutions, or only 18 per cent. In only 5 of the 9 institutions is the director of personnel in charge of the freshman guidance program.

22. The personnel service for freshmen is more often directed by the academic dean than any other single college official. Thirteen different officers are reported as directing the work among the 50 institutions.

23. Eighteen different officers and groups assist in the guidance program for freshmen. The dean of women, academic dean, registrar, dean of women, and health officer, are named most frequently.

24. An organized faculty adviser program is reported by 72 per cent of the institutions. In more than 50 per cent of the institutions the freshmen are assigned to their adviser by the academic dean. He also selects the faculty advisers in more than 50 per cent of the institutions. Less than one third of the institutions provide special training for advisers.

25. The guidance programs make provision for the student to receive counsel in the following areas of his experiences: academic, social, health, extra-curricular, moral, faculty relations, financial, religious, vocational, home relations and fraternities. The first 5 are reported by more than 50 per cent of the respondents.

26. Interviews between the freshman and adviser are scheduled during Freshman Week in more than 50 per cent of the institutions reporting. Approximately 85 per cent schedule conferences throughout the year. Arrangements are made for interviews initiated by Freshmen in more than 50 per cent of the colleges and universities employing freshman advisers.

27. Thirty-two of the 50 colleges, or 64 per cent, report that cumulative information concerning freshmen is brought together in a single office. It is usually under the control of the academic dean or registrar.

28. More than 50 per cent of the respondents report that the freshman guidance program is either unsatisfactory or only partially satisfactory. Only 28 per cent report that their programs are satisfactory.

29. On the basis of replies from freshmen, the area in students' experiences which is looked on with most concern before the student enters college is academic. The college or university student is named most often as the source from which helpful information is received before the student enters college.

30. Slightly more students are mystified than clarified by Freshman Week. It is reported, however, to be inspiring, pleasing, and interesting by a large majority of the sixty freshmen. The most frequently reported helpful feature is making acquaintances and friends, whereas the most objectionable feature pertains to tests.

31. Only 16 of the 60 freshmen have taken orientation courses. Seven report them beneficial, 2 fairly so, and 7 not beneficial.

32. Of the 50 freshmen reporting their reaction to the guidance program in their respective institutions, 35 or 58.4 per cent consider the program satisfactory; 8, or 13.3 per cent consider it fairly so; and 17, or 28.3 per cent, do not consider it satisfactory.

CONCLUSIONS

1. The evidence presented in this study seems to warrant the conclusion that the present pre-college program for the information and guidance of prospective freshmen is in general inadequate and unsatisfactory. If the prospective student had more information and more intelligent advice concerning college, and the college were better informed concerning the entering freshman, it seems reasonable to believe that failure, freshman mortality, and maladjustment would be decreased. If the high school seniors with very limited capabilities were given sympathetic guidance many would not attempt a college career. If the very capable high school seniors were informed with positive evidence of their potentialities in college, likely some would be encouraged to continue who would otherwise drop from school.

There are definite steps being taken toward the improvement of the pre-college program which give promise. They are: (a) the organization of a state-wide association of institutions of higher learning for the purpose of studying college entrance problems; (b) the cooperation of college and university officials with high school officials in the solution of mutual problems, as for example, in the formulation of an application for admission blank, in the administration and interpretation of tests, and in the promotion of a guidance program; (c) conducting a state-wide testing program for high school seniors; (d) the institution of a state-wide guidance program for high school seniors.

2. The conclusion that Freshman Week has become a permanent institution seems to be in keeping with the findings disclosed in this study. On the basis of subjective evidence it is fulfilling a definite function and fulfilling it well. While there is common agreement as to what should constitute the large features of the program, there is lack of agreement as to the most meritorious feature. It seems safe to predict that Freshman Week will continue to be sponsored by leading colleges and universities as a procedure to assist in the proper induction and adaptation of freshmen.

3. The use of standardized tests as a feature of the inducting and adapting program appears to be firmly established. The extent of adoption and the wide use made of the results indicate that they are considered one of the most valuable components of the pre-college or Freshman Week program.

4. The orientation course with the connotation herein assigned does not give promise of increased popularity and use as an adapting device. It has failed to receive general adoption.

5. The survey course, as a device for the orientation of freshmen in the larger fields of thought, is in better favor with colleges and universities. The evidence presented herein seems to justify the prediction that it will become more generally adopted.

6. A statement that the director of personnel has any considerable part in the program for the guidance of freshmen does not appear to be warranted on the basis of the evidence presented in this study. The acceptance of personnel work with the connotation ascribed in college and university circles appears to have been very limited in comparison with the amount of discussion which it has received within the past five years.

7. A faculty adviser program seems to be the most satisfactory method of providing personnel service for freshmen. It tends to bring the academic and the non-academic aspects of college life nearer together. Friendly personal contacts of freshmen individually with faculty members help to further the humanizing function of the college.

8. Finally, the proper coordination of the various phases of the process for the induction and adaptation of college freshmen would seem to be conducive to better results.

PROPOSED PROBLEMS

A number of the facts disclosed by this study are based on subjective evidence. Further study and research are needed to evolve techniques whereby certain inducting and adapting procedures may be objectively evaluated.

The following topics are suggested:

1. A technique for objectively evaluating the effectiveness of Freshman Week.

2. A carefully controlled experiment for the purpose of comparing the merits of the survey course with those of the traditional course as preparation for later work in a particular subject.

3. A comparison of freshman failure and mortality among students from a state with a state-wide guidance program with those from a state without such a program.

4. A technique for evaluating the effectiveness of the work of a director of personnel.

5. A comparison of the achievement during the first year of freshmen enrolled in a college with an elaborate program for orientation and those enrolled in an institution employing the traditional methods in induction and adaptation of college freshmen.

APPENDIX A

Christian College

Columbia, Missouri

EDGAR D. LEE, PRESIDENT

January 24, 1930

Dear Sir:

An attempt is being made to discover the nature and status of the work of induction and adaptation of college freshmen in the colleges and universities of the Middle West. The plan is to invite the cooperation of

- 1 Ten state universities (College of Arts and Science)
- 2 Ten private or municipal universities (College of Arts and Science)
- 3 Ten private senior colleges
- 4 Ten teachers colleges
- 5 Ten junior colleges

A study of the activities and procedures under the following headings is proposed.

- 1 Before the student enters college
- 2 Freshman Week
- 3 Orientation and survey courses
- 4 Student guidance for freshmen
- 5 Student reaction to the adapting process

The proposed technique for making this study is an examination of the published literature of each institution which relates to any of the topics above, a collection of specific information from each institution, and personal visits to not less than two institutions of each type.

On a separate sheet you will find listed the names of the institutions which we desire to include in this study. My letter is to invite you to cooperate in this investigation. The only requests which will be made of you will be (1) a copy of your current catalog along with any published literature that pertains to the points of the investigation, such as application blank programs for freshman week, etc., (2) the completion of one brief information blank, (3) the permission to visit your institution should it be selected.

If you are willing to cooperate in this investigation will you be kind enough to sign the enclosed blank and return it to me. If some other official in your institution has more to do with the work of orientation of college freshmen, will you be kind enough either to deliver this letter to him or to submit his name to me in the self-addressed stamped envelope.

Very truly yours,
J. C. Miller

APPENDIX B

Information Blank

THE INDUCTION AND ADAPTATION OF COLLEGE FRESHMEN

The information obtained through this blank will be incorporated in a dissertation at the University of Missouri which is being written under the supervision of Dr. C. A. Phillips.

I. GENERAL INFORMATION

1. Name of Institution.....
Located at.....
City State
2. Name of person making report.....
Official Position.....
3. Enrollment 1929-30.....

UNIVERSITIES

Freshmen in College of Arts and Science.....
All students in College of Arts and Science.....
Total enrollment (all schools and colleges).....

COLLEGES

First year students.
Total enrollment.

4. Are freshmen admitted to schools or colleges of the university other than the College of Arts and Science?

(To be answered by Universities only)

If the answer is yes, please indicate the schools or colleges by underlining.

Engineering	Education	Fine Arts
Law	Journalism	Business
Medicine	Agriculture	Other_____

5. Does the institution maintain a distinct "Junior College" division in the College of Arts and Science?-----

II. BEFORE THE STUDENT ENTERS

1. What materials in general are sent in response to the first inquiry by a prospective student? (Please indicate by underlining)
- | | |
|-------------------|-----------------------|
| General catalog | Freshman handbook |
| Application blank | Freshman Week Program |
| Form letter | Viewbook |
| Personal letter | Other_____ |
2. Is the application for admission approved before the student enters?_____
3. Is a personal interview required before the applicant is assured of acceptance?____
With whom?_____
4. Do you have a big sister program?_____Big brother?_____

5. What information and materials are called for in the application for admission?
(Please indicate by underlining)
 - a. Supplied by applicant concerning
 - Family
 - High School work
 - Interests
 - Future vocational plans
 - Anticipated college course
 - Anticipated college activities
 - Financial arrangement for attending college
 - Attitude on fraternity or sorority membership
 - An autobiography
 - A photograph
 - Other.....
 - b. Supplied by the high school principal or teachers
 - High School record
 - Personality rating
 - Integrity rating
 - Perseverance rating
 - Recommended college course
 - Recommended vocation for future
 - Psychological examination score
 - Predicted college success
 - Other.....
6. How does the student fulfill the scholastic requirements for admission to undergraduate standing? (Please indicate by underlining)
 - By presenting a transcript of credits from an accredited high school
 - By presenting evidence of studies successfully completed in an other institution of higher learning
 - By passing entrance examinations
 - By qualifying as an adult student
 - Other.....
7. Is the applicant required to take one or more examinations before entrance?.....
If your answer is yes, what examinations? (Please indicate by underlining)

Psychological examinations	Group interest tests
Placement tests	Physical examination
Group personality tests	Other.....
8. Has your state organization of high school officials cooperated in the formulation of the application blank which applicants are required to complete?.....
9. Is your institution required by state law, board of trustees, or otherwise, to admit any applicant who is of good moral character and can fulfill the minimum scholastic requirements?.....
10. Are there other essential features of your pre-entrance program not included above?
.....If your answer is yes, please indicate the nature.....
11. Is your present pre-entrance program satisfactory?
12. Please make a brief statement concerning the improvement of the present pre-entrance program.....
.....
.....

III. FRESHMAN WEEK

(The term "Freshman Week" is to be interpreted as the period of one, two, or more days at the beginning of the school year, devoted entirely to the induction of Freshmen. Please answer any questions which apply to your program for the first week of the regular school year even though you do not observe Freshman Week.)

1. Is Freshman Week observed in your institution?-----If your answer is no, has the introduction of Freshman Week received consideration?-----Will it probably be inaugurated in the near future?-----Has it been introduced and later discontinued?-----
2. What is the duration of the period in days?-----Is attendance required of all Freshmen?-----
3. By whom is the program arranged? (Please indicate by underlining)
 Dean of the College of Arts and Science
 Faculty committee
 Personnel Staff
 Other-----
4. Who is in charge of the administration of the program?-----
5. Do general lectures constitute a part of the program?-----
 If so, what topics are discussed? (Please indicate by underlining)
 History and customs of the institution
 College duties and responsibilities
 Student honors
 How to study
 Rules and regulations
 Hygiene
 Sororities and Fraternities
 How to register
 Religious problems
 Other-----
6. Are students assigned to sections?-----How many students to a section?-----
 -----Who is in charge of each section?-----
7. If section lectures are given, what topics are discussed? (Please indicate by underlining)
 Use of the library
 How to study
 Budgeting time
 Effective use of laboratory
 Other-----
8. What examinations are administered during Freshman Week? (Please indicate by underlining)
 Psychological examinations
 English examinations
 Language placement
 Mathematics
 Physical examinations
 Group personality tests
 Group interest tests
 Other-----
9. Are the results of the examinations available at the time of registration?-----
10. What uses are made of test results? (Please indicate by underlining even though the use is but partial)
 To predict college success
 To aid in selection of students

- To determine the type of curriculum
- To determine the amount of work to be carried
- To section students
- To aid in vocational guidance
- To eliminate for inferior work
- Other.....

- 11. Is class organization effected during Freshman Week?.....
- 12. Is registration of Freshmen completed during Freshman Week?.....
- 13. What social activities are included in Freshman Week? (Please indicate by underlining)
 - Formal receptions
 - Picture shows
 - Dancing
 - Athletic meets
 - Banquets
 - Smokers
 - Picnic dinners
 - Hiking
 - Sight seeing
 - Other.....
- 14. Are there other essential features of your Freshman Week program?..... If so, please indicate the general nature.....
- 15. In your opinion, do the returns from Freshman Week justify the expenditure?.....
- 16. Please make two statements (a) the most meritorious feature (b) the most objectionable feature of Freshman Week.
 - (a).....
 - (b).....
- 17. Please give the name of the President of the Freshman Class for 1929-30.

Name Street Address City

IV. ORIENTATION AND SURVEY COURSES

In the questions and statements which follow, the term "Orientation Course" will be interpreted to mean a course designed primarily to adapt the student to college problems and situations. The term "Survey Course" will be used to designate general subject-matter work designed to orient the student in the larger fields of thought, as for example, natural science, social science, and art.

Orientation Courses

- 1. Do you offer an orientation course?.....More than one?.....Are all freshmen required to pursue one orientation course?.....More than one?.....Is academic credit allowed?.....Maximum number of hours which a student may establish in orientation courses.....
- 2. Under what titles are the courses given? (Please indicate by underlining)
 - How to study
 - Reflective thinking
 - Use of the library
 - Corrective reading
 - Other.....
- 3. Have orientation courses been introduced which were later discontinued?.....
- 4. Are the courses successful?.....

Survey Courses

1. Do you offer one or more survey courses?.....Number?.....Are all freshmen required to pursue one survey course?.....More than one?.....
If answer is yes, what is the minimum requirement in semester hours?.....
2. In what departments are survey courses offered? (Please indicate by underlining)

Natural Science	Religion
Social Science	Foreign Language
Art	Literature
Mathematics	Other
3. Have survey courses been introduced which were later discontinued?.....
Number?.....
4. Are the courses successful?.....

V. FRESHMAN GUIDANCE

The Freshman Guidance program is the total of activities and procedures designed to assist the student in understanding himself, his environment, and his relations to that environment to the end that his decisions lead to the highest self-development.

1. Does your institution employ a personnel officer?.....If the answer is yes, does he direct the personnel service for freshmen?.....If the first answer is no, who directs the personnel service for freshmen?.....
Official Position
2. Which of the following officials assist in the guidance program for freshmen?
(Please indicate by underlining)

Academic Dean	Psychiatrist
Dean of Men	Secretary of Student Organizations
Dean of Women	Religious Work Secretary
Director of Admissions	Secretary for Vocational Counseling and Placement
Registrar	Alumni Secretary
Health Officer	
3. Do you have a faculty adviser program for freshmen?.....If answer is yes, which method is employed to bring the freshman and adviser together? (Please indicate by underlining)
 - a. Student selects adviser
 - b. Adviser selects student
 - c. Dean or personnel officer assigns
 - d. A combination of.....and.....is used

When is the freshman informed concerning his adviser? (Please indicate by underlining)

Before entrance	During first semester
During first week	During second semester

Who selects the faculty members who are to act as advisers for freshmen?.....
.....Are only members who volunteer selected?.....Are advisers given special training?.....
4. In what areas of student experience may the freshman receive guidance?
(Please indicate by underlining.)

Academic	Financial	Home relations
Social	Religious	Faculty relations
Health	Vocational	Extra-curricular
Moral	Fraternities	activities

5. Are interviews scheduled during Freshman Week?.....During the remainder of the year?.....Is arrangement made for interviews initiated by the freshman?.....
6. Is the cumulative information pertaining to freshmen such as records, test results, ratings, etc., brought together in a single office?.....If the answer is yes, under whose control?.....
7. Is your Freshman Guidance program satisfactory?.....

APPENDIX C

TO FIRST YEAR COLLEGE STUDENTS:

One chapter of a study which I am making is under the title, Freshman Reaction to the Process of Adaptation to College. You are requested to complete and return the information blank.

1. Before coming to college were you concerned with anticipated problems in the following areas of student experiences? (Please check the area and underline the word which indicates the extent)

academic	—	much	some	little
social	—	much	some	little
financial	—	much	some	little
health	—	much	some	little
religious	—	much	some	little

2. From what sources did you receive helpful information before you entered college? (Please check the source and underline the word which indicates the extent)

High school teachers or officials	—	much	some	little
Representatives of the college	—	much	some	little
College or university students	—	much	some	little
Catalog and published materials	—	much	some	little
Personal visit to the institution	—	much	some	little
Other	—	—	—	—

3. Please underline one word in *each group* which best expresses one phase of your reaction to Freshman Week.

(a)	(b)	(c)	(d)
clarified	inspired	pleased	interested
mystified	depressed	annoyed	bored
unaffected	unaffected	unaffected	unaffected

4. Please make two statements (a) the most helpful feature (b) the most objectionable feature of Freshman Week.

(a)

(b)

5. Have you taken an orientation course since entering the college or university?.....If your answer is yes, has the course proven beneficial?.....
6. Do you feel that your initiative and freedom have been restrained unnecessarily since becoming a freshman?.....If your answer is yes, by whom or what?.....
7. Have you wished for counsel and advice during the year which you have not received?.....
8. Do you consider the arrangement for freshman guidance satisfactory in your school?

APPENDIX D

The University of Chicago

APPLICATION FOR ADMISSION TO THE JUNIOR COLLEGES

FORM A

To be filled out by the applicant in his own handwriting (not typewritten) and filed in the office of the University Examiner, The University of Chicago, Chicago, Illinois, *at least six months* before the date on which admission is sought.

NOTE.—Read page 10 before beginning to fill out the blank.

Be sure that every question of Form A (pages 1-5) is completely answered.

1. Name in full.....	First Name	Middle Name	Last Name
2. Address to which reply should be sent.....	(Street)	(City)	(State)
Permanent address.....		Phone	
3. (a) High school.....	(b) City		
(c) Date of graduation.....	Present date.....	19	
(d) When do you expect to enter the University of Chicago?.....		19	
4. Place of birth.....	Date of birth.....		

5a. (1) Father's name in full:	5b. (1) Mother's name in full:
(2) Living or deceased?.....	(2) Living or deceased?.....
(3) Occupation?.....	(3) Occupation before marriage?.....
(4) Nationality?..... Race.....	(4) Nationality?..... Race.....
(5) Where born?..... When?.....	(5) Where born?..... When?.....
If foreign born, is he naturalized?.....	
(6) High-school graduate?.....	(6) High-school graduate?.....
(7) College attended?.....	(7) College attended?.....
(8) Did he graduate?..... When.....	(8) Did she graduate?..... When?.....

5c. What language is ordinarily spoken in your home?.....

6. How many children in your family older than yourself?..... Younger?.....

7. What church or other religious organization, if any, do you attend?..Are you a member?

8. (a) In what ways, if any, have you contributed toward your own support while preparing for college?.....

(b) Number of hours per day spent in such employment.....

(c) Do you live with your parents?.....

(d) Will you live at home or room near the University while attending college?.....

9. (a) State fully from what source or sources you expect to derive financial support while in college.....

(b) If support is dependent upon a loan, is the loan already negotiated?.....
(c) Check thus (#) the amount of time you expect to give to outside employment during the coming year: None (). One or two hours per day (). More than two hours per day (). Have you a definite promise of such employment?.....
Indicate nature of employment obtained or desired.....

10. Give names and home addresses of:
(a) Your room teacher or adviser.....
(b) One other high-school teacher who knows you well.....
11. Give names, subjects taught, and home addresses of three other high-school teachers with whom you worked during your Senior year:

Name	Address	Subjects Taught
.....		
.....		
.....		

12. (a) Did you in high school receive any term grades of failure or condition? if so, list (1) the subjects, (2) in what year taken and (3) the causes.....
(b) What special recognition, if any, have you received for excellence in school work, such as honors, prizes, or scholarships?.....
(c) What subjects interested you most?.....
13. Have you taken college entrance examinations?..... When?.....
For admission to what institution?.....
With what results?.....
14. Have you ever attended any other school of college rank?..... What school?.....
Why did you leave?.....
15. Have you brothers or sisters who have attended the University of Chicago?.....
When?..... Give full names.....
16. (a) Underline the field in which you plan to specialize. (See explanation on page 10 before answering this question.)
College of Arts, College of Literature (including programs leading to (1) Commerce and Administration (2) Teaching and (3) Law), College of Science (non-professional), and College of Science (premedical).
17. Do you plan to complete a full four-year course in the University of Chicago?.....
If not, what are your plans?.....
18. (a) What vocation do you plan to enter after graduation from college?.....
Why have you chosen this vocation?.....
(b) If undecided, give present preferences (three) in order of choice:
1st..... 2nd..... 3rd.....
19. What are your favorite amusements?.....
20. How, where, and with whom have your recent vacation periods been spent?.....

21. List activities in which you have taken part, such as representing your school in inter-scholastic contests, editorships, entertainments, and holding responsible office in student organizations. Comment on any special recognition received
22. Which of the student organizations and activities in which you have participated did you enjoy most?
23. List the titles of as many books as you can recall having read during the past year
24. What magazines are regularly in your home?
25. Of the things that you have done, which has given you the greatest personal satisfaction?
26. In the space below and on the next page, write in about 300 words a story of your life, at least 150 words of which should be devoted to the last year of high school and the time intervening up to the present.

NOTE.—Include experiences outside of school, such as camping, club work, church work, home activities, and employment interests (past and present) which your high-school record does not indicate: specific events, friendships, reading, and any other factors which have led to important decisions; ideals and influences which have helped to shape your course; as well as plans and ambitions for the future. Give special reasons, if any, for desiring to attend the University of Chicago.

Attach small, unmounted, recent photograph here. Clipping from high-school annual will be satisfactory. Pictures cannot be returned.

(After filling out the above deliver to the principal of the school)

FORM C

PRINCIPAL'S REPORT

SUPPLEMENTING STATEMENTS MADE IN FORMS A AND B

(To be filled out by the principal or a teacher designated by him)

In what ways and to what extent has the candidate been influential among his school fellows?

What is your opinion of the candidate as a wholesome and desirable member of a school community?

Frank statements along the lines (1), (2), and (3) suggested in the introductory paragraph of Form B (on the preceding page) supplementary to those made on previous forms are solicited. Reference may be made, if desired, to these forms, e.g., Form A, 12, if you wish to comment on *failures*.

Number in graduating class.....; $\left\{ \begin{array}{l} \text{exact} \\ \text{approximate} \end{array} \right\}$ rank of this student.....

I $\left\{ \begin{array}{l} \text{recommend} \\ \text{do not recommend} \end{array} \right\}$ that this student be admitted to the University of Chicago.

(Signed) _____

Date _____ High School _____

(To be mailed directly to the University Examiner when this and the succeeding page are filled out)

DIRECTIONS TO THE APPLICANT

1. Fill out Form A *fully* (pp. 1-5) in your own handwriting (not typewritten) and present to your principal with the request that he have the attached forms filled out, and the complete blank forwarded to the University Examiner.
2. Submit Form D to your family physician for him to fill out and mail to the Director of University Health Service.
3. Fill out the tentative application card and mail *at once* to the University Examiner.

A supplementary blank will be sent to the principal for a final report of your record, at the time of your graduation. If a graduate at the time of making application, no supplementary blank will be required.

If you have attended another college you must submit, with this application, a complete official statement of your record there.

ADMISSION REQUIREMENTS

A. SCHOLARSHIP RECORD

I. Subject Requirements

Admission credits are reckoned in units. A unit is a course of study comprising not less than 120 sixty-minute hours of prepared work. Two hours of laboratory work are regarded as the equivalent of one hour of prepared work.

A student seeking admission to any college of the University of Chicago as a candidate for a Bachelor's degree should present by certificate from an approved school, or by examination, 15 units of entrance credit. These must include:

1. Three units of English.
2. Three or more units as a principal sequence selected from one of the following groups:
 - a) Greek
 - b) Latin
 - c) A Modern Language, other than English.
 - d) History, Civics, Economics, Commerical Geography, Commerical Law
 - e) Mathematics
 - f) Physics, Chemistry, Botany, Zoology, General Biology, General Science, Physiology, Physiography, Geology, Astronomy
3. Two or more units as a secondary sequence selected from a second group listed under 2.
4. Two (or less) units in subjects selected from any of the groups listed under 2
(Total 10 units in English and groups a-f)
5. Five units may be selected from any secondary-school subjects accepted by an approved school for its diploma

To form a language group the units must be all in one language. In other groups any combination of subjects may be made. Credit is not given for less than 1 unit each in Algebra, Plane Geometry, Physics, Chemistry, or a language; in Latin 2 units must be offered if the subject is to be continued in college.

Of the 15 units offered for entrance at least 7 must be selected from the subjects in a-f. Not less than $\frac{1}{2}$ unit may be offered in any subject.

Entrance with Conditions is not permitted.

II. Average Grade Requirement

An average grade in academic subjects (English and groups a-f—see above) higher than the passing mark of the school by 25 per cent of the difference between the passing mark and 100, supplemented, at the option of the University, by a scholastic aptitude test, is required.

Certificates.—Certificates in proper form are accepted from schools accredited by the North Central Association of Colleges and Secondary Schools, or the New England College Certificate Board from the College Entrance Examination Board from the Board of Regents of the University of the State of New York for the College Entrance Diploma.

Other certificates, when accompanied by special recommendations, may be accepted for students of high standing.

All credentials should be submitted and inquiry made by mail before the applicant appears in person for admission.

The board of Admissions does not regard it as proper for schools to certify to the University as admission units any credit gained otherwise than through the successful completion of regular class work organized under the direct supervision of an accredited secondary school without a full explanation of the conditions under which the work was done and the character of the tests applied to determine the adequacy of the instruction. The University reserves the right to examine the student in each subject in which adequate guaranties are not presented that the credit recommended represents the full equivalent of regular classroom instruction.

B. PERSONAL RECORD

Satisfactory evidence of adequate mentality, seriousness of purpose, intellectual interests and attainments, intellectual promise, and such personal characteristics as will make the candidate a desirable member of the college community is required.

C. HEALTH RECORD

An acceptable health certificate is required. Vaccination against smallpox is obligatory. If a student does not present a certificate of successful vaccination, University medical officers will vaccinate without charge. All admission certificates are tentative, pending report of medical examination by the University Health Officer.

REGISTRATION IN THE COLLEGES

A student upon entering the University of Chicago is assigned to a Dean in the Junior Colleges for educational guidance. While a student is assigned to a Dean (ordinarily during most of the first two years) the Dean will endeavor to guide the student so that he will fulfill the Junior College requirements, round out the general education begun in preparatory school, and determine wisely the field of specialization for his Senior College years. Not more than one-third of a student's program in his first two years should be in one field.

When the field of specialization has been chosen the student will be transferred to a Departmental Counselor under whose educational guidance the remainder of the work for the Bachelor's degree will be completed. For details concerning sequence and other requirements in the Senior Colleges the student is referred to the *Announcements* of the College Departmental Counselor under whose educational guidance the remainder of the work for the Bachelor's degree will be completed. For details concerning sequence and other requirements in the Senior Colleges the student is referred to the *Announcements* of the Colleges and to the *Undergraduate Handbook*. The field of specialization in the Senior Colleges determines the degree granted: Bachelor of Arts, A.B., Classical Languages, Bachelor of Philosophy, Ph.B., Modern Languages including English, and Social Sciences including Education, Commerce and Administration, and Social Service Administration. Bachelor of Science, S.B., Natural Sciences and Mathematics.

CERTIFICATE OF RECOMMENDATION

This is to certify that.....
Give name in full

Give name in full

of _____

Number and Street	City	State
-------------------	------	-------

Number and Street

City

State

will probably graduate _____
 was graduated _____ from the _____ High School of _____
 on _____ 19_____. has completed the work shown in detail
 below, and is hereby recommended for admission without examination to the Junior Colleges
 of the University of Chicago.

was graduated from the _____ High School of _____

on _____ 19_____. has completed the work shown in detail

below, and is hereby recommended for admission without examination to the Junior Colleges of the University of Chicago.

Date of birth_____19____. Entered this school_____19____. He is in the

highest
middle third of his class.

Date _____ 19____ Principal _____

Date _____ 19____ Principal _____

NAME OF TEST	DATE ADMINISTERED	POINT SCORE	I.Q.	PERCENTILE STANDING IN GRADE GROUP
--------------	-------------------	-------------	------	------------------------------------

[illegible]

Passing grade in school.....Average* Subject grade required for recommendation to college.....Length of recitation period.....
 Mark (L) any subjects occupying double periods. Specify by (PG) any subjects taken subsequent to graduation. **Please do not write in**

Unit Value	Studies Failed						Studies in Progress	H.S. Acc. by:
								Average.....
								Sequence.....

Please fill out the blank completely.

The principal should send this recommendation **directly** to the University Examiner, not to the applicant.

The above-mentioned student is admitted to the University of Chicago.....19

*Cross out one depending upon whether recommending grade is a subject or average grade.
Examiner

APPENDIX E

REPLIES FROM THE THIRTY-TWO INSTITUTIONS OBSERVING FRESHMAN WEEK TO THE QUESTION, "ARE INTERVIEWS SCHEDULED DURING FRESHMAN WEEK?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	5	5	5	3	2	20
No-----	3	3	1	4	1	12

REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "ARE INTERVIEWS SCHEDULED DURING THE REMAINDER OF THE YEAR?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	7	6	5	6	6	30
No-----	1		2	1		4

REPLIES FROM FIFTY INSTITUTIONS TO THE QUESTION, "ARE ARRANGEMENTS MADE FOR INTERVIEWS INITIATED BY THE FRESHMEN?"

Replies	State Universities	Private and Municipal Universities	Private Colleges	State Teachers Colleges	Junior Colleges	Total
Yes-----	5	4	3	5	6	23
No-----	1	4	2		1	8

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VITA

James Conelese Miller was born November 14, 1892, near Spring Garden, Miller County, Missouri. He attended a rural school in Miller County from 1898 to 1907. From 1908 to 1925 he was in attendance at irregular intervals at the Central Missouri State Teachers College, completing both secondary and undergraduate work and receiving the degree of Bachelor of Science in Education in 1925. During this period he had eight years' teaching experience: two years in a rural school in Miller County; six years as superintendent of schools at Otterville, Missouri. He was cashier of the Bank of Fortuna, Fortuna, Missouri, for three years. During the World War he served in the United States Naval Reserve Force for fifteen months.

In 1925 he entered the University of Missouri and received the degree of Master of Arts in 1927. He was in attendance at the University of Chicago during the summer of 1928. He was an instructor in education and principal of the University Elementary School at the University of Missouri, 1926-27. Since 1927 he has been Dean of Faculty at Christian College, Columbia, Missouri.

